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ABSTRACT

The purpose of this volume is to provide a current view of the evolving professional development movement in community colleges. Chapter authors provide descriptions of how their institutions have addressed issues through professional development, created institutional change, developed new delivery systems, reached beyond development programs meant just for faculty, and found new uses for traditional development activities. Chapters include (1) "Professional Development: Setting the Context," by Watts and Hammons; (2) "A New Faculty Orientation Program: Building a Core of New Faculty to Shape the Future of the College," by Welch; (3) "Part-Time Faculty Development at Johnson County Community College," by Burnstad; (4) "Web-Based Faculty Development Using Time-Revealed Scenarios," by Nellis, Hosman, King, and Armstead; (5) "Leading Change Through Faculty Development," by Rouseff-Bak[illegible]; (6) "Classified Staff Development: An Integrated Model," by Friesen; (7) "Presidents Academy: An Evolution of Leadership Development," by Boggs and Kent; (8) "Leadership Development for the Next Generation," by Watts and Hammons; (9) "College of DuPage Teaching and Learning Center: A Comprehensive Professional Development Program," by Troller; (10) "Recent Advances in Retreats: Adapting the Great Teachers Seminar Model to Serve an Entire College," by Bergeron and McHargue; and (11) "Sources and Information: Professional Development in Community Colleges," by Stolzenberg. (NB)

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NEW DIRECTIONS FOR COMMUNITY COLLEGES

ED 472 018

Enhancing Community Colleges Through Professional Development

Gordon E. Watts

EDITOR

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Number 120, Winter 2002

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Clearinghouse for Community Colleges

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Gordon E. Watts (ed.)
New Directions for Community Colleges, no. 120

Arthur M. Cohen, Editor-in-Chief
Florence B. Brawer, Associate Editor

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EDITOR'S NOTES

The importance of developing human potential within the community college is not a particularly new idea nor is the concept of professional development as an organizational process for attending to the needs of faculty and staff. However, the last published volume on professional development in community colleges was the 1984 monograph *Community Colleges, the Future, and SPOD: Staff, Program, and Organizational Development* edited by Richard J. Brass. Since that time, no single volume has specifically addressed staff, program, or organizational development in community colleges. Certainly times have changed and so, too, has professional development.

The professional development programs of the past were loose connections of activities, and when enough of them were strung together, they could look fairly impressive. However, they rarely seemed to be designed to address specific institutional needs, create systemic change, or focus on those other than faculty. Faculty and staff development programs have now evolved beyond that stage and are becoming dynamic forces in helping community colleges address significant issues, create solutions for change, and create opportunities for renewal.

The purpose of this volume of *New Directions for Community Colleges* therefore is to provide a current view of the evolving professional development movement. Chapter authors provide descriptions of how their institutions have addressed issues through professional development, created institutional change, developed new delivery systems, reached beyond development programs just for faculty, and found new uses for traditional professional development activities.

In Chapter One, James Hammons and I set the stage by providing a perspective on the continuing need for professional development in the community college, its struggles to become institutionalized as a function in the community college, its current status, and the challenges that it still faces.

Chapters Two and Three address pressing issues: the need for orientation programs for new faculty members brought on by the long-predicted retirement of a large number of faculty and the desperate need to address the needs of part-time faculty. In Chapter Two, Gerry Welch points out that, as predicted, St. Louis Community College is now beginning to see a large number of faculty retire, and orienting new faculty to their role as faculty members has now become a priority. She describes the new faculty orientation program that is designed to address that priority. Likewise, Helen Burnstad in Chapter Three addresses the critical issue of part-time faculty and describes the comprehensive development program for part-time faculty at Johnson County Community College in Kansas.

Chapter Four addresses both of the previous issues through a unique on-line faculty development program for both new and part-time faculty. Patrick Nellis, David Hosman, Jeffrey King, and Cathleen Armstead not only describe this innovative on-line faculty development delivery system but also share the positive outcomes they have observed at their respective institutions, Valencia Community College in Orlando, Florida, and the Art Institute of Dallas.

Over the last decade or so, a substantial number of centers for teaching and learning have emerged on community college campuses across the country. In some instances, they are merely institutionalized replacements for "staff development by committee," but in others, they have been the catalysts for major change efforts. In Chapter Five, Fay Rouseff-Baker describes how the center at Parkland College in Champaign, Illinois, has managed to create institutional change.

When staff development was first implemented as a campus function, most programs focused on faculty. Some colleges expanded them to include administration, but very few ever included classified staff. In Chapter Six, Kay Friesen describes the comprehensive staff development program for classified staff at Metropolitan Community College in Omaha, Nebraska.

In Chapter Seven, George Boggs and Evelyn Kent discuss the Presidents Academy. It has long been a means for the professional development for presidents, especially those who are newly appointed, and in this chapter, the authors focus on the Presidents Academy as it has evolved to address new issues and challenges for presidents.

The anticipated retirement over the next five years of many community college presidents and others in leadership positions has signaled a leadership shortage of significant proportions. In Chapter Eight, James Hammons and I discuss the need and importance of a renewed focus on leadership development and how leadership development strategies can be strengthened to ensure a continued supply of well-trained community college leaders.

With Chapter Nine, the focus shifts away from professional development activities for specific groups to professional development programs for all employees. In Chapter Nine, Karen Troller describes the comprehensive program at the College of DuPage in Glen Ellyn, Illinois, and offers suggestions for implementing similar programs on other campuses.

Although the "great teacher" model for faculty development has been in use for over three decades, it has continued to be a highly popular activity for faculty. In Chapter Ten, Pam Bergeron and Mike McHargue provide a detailed description of the Great Teachers Seminars. They then describe how this model can be taken a step further and successfully be applied to classified, administrative, and organizational development initiatives. Chapter Eleven, by Ellen Bara Stolzenberg, concludes the volume by highlighting ERIC documents and other articles related to faculty and staff development programs and initiatives.

Gordon E. Watts
Editor

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Community college professional development has evolved and grown as a movement for over three decades. Although professional development has struggled at times and still faces some challenges, the need is firmly established, and it has become an essential institutional function.

Professional Development: Setting the Context

Gordon E. Watts, James O. Hammons

Professional development as a movement in the community college began in the early 1970s. No singular event heralded the start of the movement; it simply developed out of the rapid growth that community colleges were experiencing at the time. The purpose of this chapter is to provide a perspective on the need for faculty and staff development, some of the early struggles, its present status, and some challenges for the future.

Need for Faculty and Staff Development

According to O'Banion (1981), professional development began to grow in response to the realization that the rapid growth of new community colleges in the 1960s and early 1970s was waning and that people, rather than buildings, programs, and organizational structures, needed attention. More specifically, a number of factors precipitated the need. Among those that Hammons, Wallace, and Watts (1978) identified were the need for increased effectiveness and efficiency due to competition for limited tax dollars and beginning public demands for accountability; the acknowledgment that the future success of the community college depended on the ability of its personnel to adapt to a constantly changing environment; the development of a technology of instruction with potential for improved instruction unknown to most faculty; an awareness among faculty that they were becoming unable to cope with the needs of the increasing percentages of "high-risk" students enrolling in community colleges; a recognition among leaders that change was imperative and that they needed to become skilled in planning, implementing, and evaluating change; the increasing influence

of court decisions, collective bargaining, and federal regulations on institutional governance; and the occurrence of a relatively high turnover in leadership positions at the midmanagement levels.

These needs have been surprisingly consistent over the last few decades. In the most recent writing on faculty and staff development, Bellanca (2002, p. 35) states that "More than at any other time in their history, community colleges need to plan and provide comprehensive ongoing professional development programs for their faculty and staff. Faced with an increasingly diverse student body with varying expectations, learning styles, and service preferences; new and growing competition; technological advancements; and changing governmental policies and societal demands, community colleges can no longer respond in traditional ways."

Compounding this list of needs is that community colleges are facing faculty and leadership shortages. Not only will those newly hired into a community college over the next decade need to be well trained to meet the challenges mentioned above, but they will also need to be acclimated to the community college itself. The question may not be whether community colleges need staff development but, rather, can they do without it. It would appear not.

Struggles

In the 1970s and 1980s, faculty and staff development struggled primarily with two closely related issues: legitimacy and identity. The former arose from the struggle to become a "program" instead of a loose collection of activities that may or may not happen on a regular basis. For professional development to achieve program status, someone had to champion the cause, a senior level administrator had to make a commitment to professional development, some funds had to be allocated, and someone had to be assigned responsibility for the program. If all this came to pass, then some sense of legitimacy existed. However, the struggle then became one of identity, and the question became "how does a professional development program become an entity that can actually make a difference in the college?" That question gave rise to a whole host of more specific questions regarding how the program should be organized, how needs should be assessed, what types of activities can meet those needs, and how the program should be evaluated.

The answers frequently resulted from trial and error, but the questions also spawned a concerted effort to discover and share answers. During the 1970s and early 1980s, the National Council for Staff, Program, and Organizational Development was formed, as was the National Institute for Staff and Organizational Development. At least three monographs directly related to organizing and developing community college faculty and staff development programs were published, and the *Journal of Staff, Program, and Organizational Development* published its first issue. National conferences

were established, and Title III monies to implement staff development programs flowed freely to institutions that qualified. As a result, programs flourished, and staff development at community colleges gained an identity.

However, for many programs, success was short lived. By the mid-1980s, the United States experienced an economic downturn, and community colleges found themselves financially strapped. In those financially troubled times, it was thought that faculty and staff development was expendable, and in fact, many programs fell to budget cuts. The loss of programs was compounded by the fact that when Title III funds expired, most institutions found that they did not have the financial means to continue programs that had been supported by those funds. Faculty and staff development had certainly gained some identity but, in too many cases, did not possess enough legitimacy to survive.

During that period, the term *institutionalization* came into fashion to describe both the plight and the ultimate goal of professional development. To be "institutionalized" meant that an institution's program had become such an integral part of the fabric of the institution that it would remain secure through whatever financial crisis might befall it. It was the ultimate form of both legitimacy and identity. Likewise, the existence of those programs that were not institutionalized was in jeopardy.

Present Status

Three decades into the movement, faculty and staff development programs are running the gamut from fledgling programs to programs that are comprehensive. Those represented in the chapters of this volume reflect the latter end of the continuum. All of the programs are institutionalized. Most are approaching the level of comprehensiveness that is allowing them to meet the human resource needs of all personnel, both personal and professional, from the time they are hired until they retire. All have full-time staff responsible for program administration. All are responsive to new issues and challenges for professional development. All have the firm commitment of their president.

In addition, all of the programs represented in this volume are mature programs, having evolved in stages over time to their present status. Those stages seem to have taken programs from a focus on whatever activities will draw a crowd, to programs focused almost exclusively on faculty, to programs with separate components for faculty, staff, and administrators, to programs designed for all staff, with little, if any, compartmentalization.

Although many other programs not represented in this volume have similar characteristics and have moved through the same stages indicated above, most of today's programs are not as comprehensive and have not moved through all of the aforementioned stages. Most programs in this category tend to be administered by a committee or a faculty member with part-time responsibility for faculty and staff development. Because these

programs seldom have full-time staff, they are less likely to be as responsive to new institutional needs and challenges as the mature programs.

Finally, most of the programs discussed in this volume are institutionalized, having attained or earned a sense of legitimacy and an identity. Those two characteristics in particular seem to be easier to achieve today than they were in the early days of the movement due largely to today's acknowledged need for professional development.

Challenges

A final aspect of professional development today is the challenges it faces. There are still colleges in which it is viewed more as an "add on" than a necessity. To overcome that perception, community college presidents must understand and espouse the value and critical components of a comprehensive professional development program. Further, colleges need to consider faculty and staff development as part of the cost of doing business and too important a function to be left until last in budget allocation.

One way to further institutionalize professional development within an institution is to make participation one of the criteria used in appraising performance. The success of a community college is due to its ability to change to meet the needs of a changing clientele. In the past, much of this change occurred through the addition of personnel with the knowledge, skills, or attitudes needed to accomplish the changes. For the foreseeable future, community colleges will be faced with the same or even greater need to change, but must do so with senior people (many of whom are approaching retirement) or newly hired, inexperienced people—which means that professional development is essential. It should no longer be considered a voluntary activity, and colleges will need to award credit toward promotion and tenure for participating in professional development activities and subsequently improving their performance.

As a programmatic challenge, professional development should be considered a means rather than an end. When taken as an end, too much emphasis is placed solely on the number of programmatic activities generated in a year and the number of people involved in those activities. The focus, then, for those who lead professional development too easily becomes planning, implementing, and attendance reporting. That in itself is not necessarily a detriment to the program; planning, implementing, and reporting need to occur. However, when professional development is seen more as a means, the focus shifts beyond the program to the organizational level. Instead of professional development justifying its existence with numbers, it can more appropriately focus on the linkage between programmatic activities and the accomplishment of organizational goals. Such a focus integrates professional development more fully into the institution and sets the stage for more meaningful evaluation of professional development.

Another programmatic challenge is to recognize that professional development should include personal development. Faculty and staff development exists to improve performance. To improve a person's performance, there is a need to focus on the whole individual, not just that part that relates to the job. In recognition of this, business and industry have been offering programs of a personal development nature for some time. To date, only a few colleges offer what could be considered personal development programs as part of their professional development programs. Typical topics included are parenting, money management, preparation for retirement, diet and weight control, and physical fitness.

Because some programs are in their infancy, directors or coordinators of those programs need to direct their efforts at all of the personnel, not just the faculty. Historically, faculty have been the target of most development activities. There is abundant evidence to support the need for staff development for counselors, managers, board members, and classified staff. Singling out faculty, for example, often results in situations where faculty efforts at incorporating their newly learned skills are hampered by persons who were not included in the training.

In a substantial number of colleges, the responsibility for coordinating professional development revolves among faculty or other staff members every two to three years. Therefore, those persons given the responsibility should be selected with care. The coordinator of professional development, whether full time or part time, is obviously a key person in the success of the program and should be selected with certain skills and attributes in mind. The skills and attributes that a coordinator must possess to be successful include a master's degree (the "union card"); an unquestioned reputation as a good teacher; good organizational abilities, especially goal setting and planning; the confidence and respect of the administration; realistic expectations about what can and what cannot be done, given available resources and time; and an ability to get things done with existing resources. He or she should also have a nonthreatening personality, an understanding of adult learning, and some training or expertise in human relations, group process, instructional design, organizational development, and strategies for implementing change.

Although each of the foregoing challenges is important to the future success of professional development in community colleges, program evaluation was and remains the process that needs the most attention. Programs must be adequately evaluated to assess their effectiveness and to be accountable for the resources entrusted to them.

In evaluating faculty and staff development, one of the best models was advanced by Kirkpatrick (1977). This is the model used in business and industry in which the training office is a cost center and must sell its services to operating units. According to this model, the first level of evaluation is knee-jerk in nature; that is, it consists primarily of the reactions or

feelings of the participants at the end of an activity. Ratings often have more to do with the timing of the activity or how participants reacted to the instructor's personality than anything else. Evaluation at level two asks, "Did any learning occur?" Normally, to do an adequate job of measuring or determining this, it is necessary to do some sort of pre- and posttesting. The more sophisticated level three evaluation is rarely implemented. Level three consists of an attempt to determine if there have been any changes in behavior that can be attributed to the activity. Results obtained from this level of evaluation are often surprising. It is not uncommon to find that learning has not been followed by a change in behavior. The fourth and highest level of evaluation has to do with the results obtained as a consequence of behavioral changes. It is entirely possible that there may have been a positive reaction to the activity, learning may have occurred, and there may have been a change in behavior, and yet, there is little or no demonstrable change in the results accomplished.

Conclusion

Community colleges are continuing to change in response to community and societal changes, and those who lead, teach, and provide support in those colleges will need to continually grow and change as well. Professional development has provided and will continue to provide the necessary programs to meet those growth needs. Although there are challenges and although its form and substance may change, professional development appears now to be a permanent fixture in community colleges.

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2

St. Louis Community College leadership recognized that a new large cohort of faculty hired to replace retiring instructors would shape the college over the next quarter century and beyond. The college challenged its staff development team to create a program that would integrate new faculty into the college and prepare them for the vital role they would play.

A New Faculty Orientation Program: Building a Core of New Faculty to Shape the Future of the College

Gerry F. Welch

St. Louis Community College is a multicampus district that serves about twenty-five thousand students each semester in its credit courses and over eighty-five thousand students annually through its continuing education division and Center for Business, Industry, and Labor. The three campuses are St. Louis Community College at Florissant Valley, St. Louis Community College at Forest Park, and St. Louis Community College at Meramec, Missouri.

St. Louis Community College, like many other new and growing community colleges, hired a large number of faculty members during the 1970s. Many of these faculty members became the core of the institution as they remained with the college for the rest of their careers. They gave shape to the college by their interest in teaching and in providing opportunities for student success. Many of these faculty members also became active in national organizations for community colleges and in their fields. Some published textbooks and journal articles.

Nationally, this cohort of experienced and highly regarded faculty are reaching retirement age. At St. Louis Community College, which employs about 430 full-time faculty members, about 35 percent of its faculty retired between 1999 and 2002. This trend is expected to continue.

The hiring of a significant number of new faculty brings both excitement and apprehension to a college because a new large cohort will significantly influence the college for the next quarter century and beyond. Recognizing the considerable impact on the future of St. Louis Community

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College of such a large number of new faculty, its college leadership challenged the staff development team to create a program that would welcome and integrate new faculty into the college and prepare them for the vital role they will play in achieving the college's mission.

New Faculty Orientation Program

The New Faculty Orientation (NFO) program was created in 1999 to provide a yearlong experience for newly hired faculty. Starting with an intensive full week of programs, the goals of NFO range from modeling learning environments to fostering collegiality. St. Louis Community College has oriented from twenty-five to sixty-five participants each year, and there is ample evidence of this program's success.

Program Goals. With considerable research, discussion, and input, the collegewide professional development team designed an extensive, innovative NFO program with four goals in mind. This program would

Model a learning-centered environment and set the stage for new faculty to be learning centered;
Enable new faculty to be knowledgeable about the college, its campuses, its programs, and its services;
Encourage new faculty to be collegial, involved in college and campus arenas, and have experiences and relationships with colleagues at other locations and in other departments; and
Establish expectations for new faculty to maintain vitality and to continue their professional growth as they move through their careers.

Program Format. The NFO program was designed and is implemented by faculty members who are released from teaching to serve as professional development coordinators. It is a yearlong program and has three major components: an intensive weeklong orientation in August, weekly campus-based sessions during the fall term, and the completion of an instructional skills workshop during the spring or summer interim terms.

Each new full-time faculty member hired at any of the campuses is asked to participate in this program. A formal invitation is extended by the chancellor, with follow-up mailings from the college staff development team. Deans and department chairs alert new hires to this program and set the expectation for full participation.

August Orientation. Orientation begins with an intensive weeklong orientation in August before the contractual semester begins. Each day is solidly programmed with a specific focus and is held at a different location. Activities are designed to encourage interaction with colleagues in various departments and on different campuses. Each participating faculty member is paid the equivalent of teaching one credit-hour.

On the first day, new faculty are welcomed at their own campuses, and the day is spent meeting staff with whom they will interact, completing necessary new-employee paperwork, touring the facilities, and settling in offices.

Day two is the general staff orientation modified for new faculty. The chancellor and leadership team welcome the group that comes together collegewide for the first time. The new faculty learn about the college's mission, history, programs, and other areas such as student rights.

The third and fourth days are held on different campuses and focus on teaching and learning. Topics, which over the years have included cooperative learning techniques, classroom assessment, creating a syllabus, using Blackboard (a program for creating on-line courses and setting up on-line communication as a part of courses), diversity in the classroom, and computer-based instruction, have been tailored to meet new needs or respond to feedback.

The final day, on another campus, begins with a brief great teachers seminar in the morning. The week ends with previous program participants providing a panel discussion of how they survived their first year at the college. New faculty generally end this week with bonding, enthusiasm, and some exhaustion. Sometimes tokens of appreciation have been given by the new faculty to the professional development coordinators.

Weekly Programs. During the fall term, new faculty are released from teaching one course to participate in regularly scheduled weekly campus-planned activities that continue to acquaint them with resources, focus on teaching and learning, and bring them together as a group. Several sessions bring all participants from the three campuses together.

Examples of weekly program topics include the library and media services, campus programs such as global education, supplemental instruction, honors and service learning, distance learning, the bureaucratic maze of paperwork and forms, community involvement, history of the community college, student registration, counseling and advising, and dealing with difficult students. Sometimes lunch has been arranged with local area high school principals or other community leaders, and a more recent addition are several book club discussions.

Instructional Skills Workshop. The third component of NFO is an instructional skills workshop during the spring or summer interim sessions. In this workshop, which is generally scheduled over a weekend, faculty explore teaching and learning through minilessons and shared feedback. The workshop brings veteran faculty facilitators and new faculty together from the various campuses and across disciplines.

Program Costs. The college has made a budget commitment to this program by funding

A one-credit-hour payment to each faculty member who participates in the weeklong program in August;

Three credit-hours of released time during the fall semester for each new faculty member;
Payment for program costs, which include speakers, books, food, and supplies;
The cost of facilitation and other expenses for the workshops; and
Professional development coordinators to plan and implement this program.

Program costs are not extravagant due to attempts to use local talent: many veteran and new faculty and staff work with the sessions.

Program Evaluation. Evaluation of the program is extensive: participants evaluate program content, design, and implementation throughout the experience. In addition, a group of past participants provides an annual evaluation based on a longer-term view of their own orientation. At St. Louis Community College, this program has received outstanding evaluations, and with time has come an even greater appreciation from participants for this program.

Program Goals

The goals of the NFO were tied to values and goals of St. Louis Community College. In creating any new faculty development program, it is important to assess how that program strengthens the college. Setting goals for NFO in alignment with the overall college mission, vision, and goals was an important step.

Goal: Learning-Centered Modeling. St. Louis Community College has engaged in a strategic planning process that created an important visionary direction: "St. Louis Community College shall become a more learner-focused institution." This direction that supports the college mission has been reflected in major college decisions such as the creation of the NFO program. NFO is important for maintaining a long-term college focus on learning. It also addresses the most important core value of the institution.

Community colleges such as St. Louis Community College are attracting new faculty members with outstanding credentials: earned doctorates from top-ranked universities and significant experience in career areas such as nursing, graphic design, and engineering. Whereas new faculty members may arrive at the community college with an enthusiasm for teaching, exposure to up-to-date learning tools is varied. During the NFO program, especially during the intensive August orientation week, new faculty receive training in the use of Blackboard and other technology-based methods and tools, cooperative learning, and classroom assessment. Weekly seminars provide additional information such as teaching to multiple intelligences, service learning, and distance education. The intensive four-day instructional skills workshop provides a unique experience for practice with peers and shared feedback.

The intense immersion into alternative learning strategies gives new faculty members a knowledge and confidence to try new strategies as they begin their careers. The program also creates a cadre of champions for marrying outstanding backgrounds in a field, or content, with the latest tools for learning. Without this concentrated exposure, it could take years of occasional seminars to achieve this knowledge and confidence.

Each of the sessions offered during the yearlong program provides information about proven, accepted methods of learning; none focuses on experimental, unproven techniques. For example, the work of Thomas Angelo and K. Patricia Cross on classroom assessment (1993) is introduced early in the program, and a copy of their work is given to each participant. The instructional skills workshop program has been successful at the college over the past decade. Anecdotal evidence demonstrates that new faculty members have adopted learning strategies from the program sessions.

Goal: Knowledge about the College and Collegiality. New employee orientation programs usually focus on the fundamentals of employment in an organization: benefits, sign-in forms, office needs, an e-mail address, and such. Beyond this standard presentation, the college indoctrination process is generally left in the hands of department colleagues.

It is typically within an academic department that a faculty member is introduced to the expectations for good job performance, the role of a faculty member at the institution, committee work, and colleagues. In short, the role of a new faculty member is often defined by the department in which the faculty member is housed and not by the college. Therefore, many new faculty members will likely adopt the habits, philosophy, and view of the college laid out by department colleagues.

This program represents a fresh direction. New faculty are exposed in the first semester to the broader college, build relationships throughout the district, and have expectations formed for learning and professional development and responsibilities through a more formal process.

The result of the NFO is a multicampus, multidisciplinary core of vital faculty who can help to shape the direction of the institution over the next few decades. The program builds a team of faculty who share enthusiasm for teaching, learning, and students; who are broadly based on their own campuses; and who have collegial relationships with other faculty throughout the district.

Goal: Continuing Faculty Development. The NFO program sets two expectations with regard to professional development. Through its intensity, new faculty plunge immediately into a knowledge base of multiple teaching techniques and understand that methodological skill in teaching and learning is an important part of the faculty role at St. Louis Community College and that exposure to these techniques is energizing and significant to student learning. It also sets an expectation that professional growth and training are vital to the role of a faculty member at the college. The very

nature of this program and its requirement for participation in an intensive yearlong development experience set the stage for continuing professional growth.

Proven Success

The NFO program is now an established collegewide faculty development program. The expectation is that each newly hired full-time faculty member will receive this intensive experience and, thus, be better integrated into the college. The college's commitment to learning and to continuous faculty development that emphasizes updated teaching and learning tools ensures the integration of the program into its operation.

The positive immediate and longer-term response to NFO is a powerful endorsement. Almost all participants have rated the program as excellent, the highest category of response, and just a few as satisfactory. No one has given it a low rating.

We now have several "classes" of new faculty who do not see themselves as distinct to a campus or a department. They have gained a wider view of the college and of their role as faculty. They have also built alliances across campuses, and stories of their collegiality abound, from sharing food and drink to cross-discipline classroom visits. Members of the first class (now beyond the third year) have taken leadership roles in some new initiatives in the college, such as global studies, simulation classes, and department chair responsibilities. A biology faculty member regularly shares his operatic voice at college functions (a talent discovered through the NFO). And, on one campus, a new theater faculty member recently directed a play and two of his colleagues in the orientation program were cast members, one from the sciences and one from history. Groundwork has also been set for several new interdisciplinary courses that will be offered because of a substantial revision of the college's general education courses.

Those of us who supported, created, and now implement this program have the wonderful opportunity of watching our new faculty grow in enthusiasm for teaching and a commitment to the college. Not only are they vital to the future of the institution, they have recharged others throughout the college.

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3

This chapter provides an overview of the elements of the comprehensive program to support part-time faculty at Johnson County Community College in Kansas. It also suggests ways to implement such a program.

Part-Time Faculty Development at Johnson County Community College

Helen M. Burnstad

In 1993 Gappa and Leslie caught the attention of postsecondary education institutions with their book about part-time faculty issues, *The Invisible Faculty*. In 1995 Roueche, Roueche, and Milliron published *Strangers in Their Own Land*, another study of part-time faculty.

The research documents that "Part-timers have strong feelings about whether they are or are not 'connected' to or 'integrated' into campus life. For the most part, they feel powerless, alienated, invisible, and second class" (Gappa and Leslie, 1993, p. 180). Both books cite integration into the institution as ensuring that "part-time faculty members are successful, valued, and supported in what they do" (Gappa and Leslie, 1993, p. 180). The goal of Johnson County Community College's comprehensive professional development program for part-time faculty is such integration.

Johnson County Community College (JCCC) in Overland Park, Kansas, began its faculty development program when the college began operation in 1969. From the beginning, as part-time faculty were hired, they were included as respected members of the teaching staff. Today some of those early part-time faculty are full-time faculty at the college, and some remain part-time by choice. As the college matured, so did its professional development support for employees. In January 1983, a staff development office was opened with a full-time director and a support staff member.

The focus of JCCC's efforts has been to integrate full- and part-time faculty into a teaching whole (293 full-time and 646 part-time) to serve students in our learning college. During the spring of 2002, JCCC served seventeen to eighteen thousand credit students and eighteen to twenty

thousand noncredit students. "Learning comes first at JCCC," begins the college mission statement.

The purpose of this chapter, therefore, is to describe the ways in which learning and support for all faculty at JCCC are reflected in its comprehensive professional development program for part-time faculty. The chapter will provide an overview of the institutional context for the program, the institution-wide and departmental initiatives, the professional development available for part-time faculty, an adjunct certification training program, and the resources used in part-time faculty development efforts.

Context

The integration efforts begin with the hiring process, which involves full-time faculty in the interview. Once hired, part-time faculty members are supported by their full-time colleagues, the department administrative assistant, their assistant dean, and by Staff and Organizational Development, a centralized office. At the time of hire, the part-time faculty member receives the text and sample syllabi for the courses he or she will teach, the faculty handbook, and the college catalog.

Space, Amenities, Support. Part-time faculty share office space in their program area. That space is equipped with file drawers, computer with e-mail capability, telephone, mailbox, supplies, resource material for their content area, and sample teaching materials from their colleagues. Books on teaching techniques are available to them in their office space. In addition, a private space for one-on-one student conferences is available in close proximity to the office area. Part-time faculty are provided business cards and notepads for their use as faculty members of the college.

Salary. All part-time faculty are placed on a salary schedule based on level of education and length of employment. Part-time faculty are awarded the same annual percentage increase in salary that all college employees receive. JCCC's part-time faculty are paid for attending orientation and department meetings, for serving on committees, and for other duties required of them. They are not paid to attend voluntary activities such as student events or staff development activities.

Supervision. Most part-time faculty members are assigned to a full- or part-time faculty member who holds the title of career program facilitator or adjunct facilitator. The facilitator is usually the first-line contact for the part-time instructor.

Performance Review and Feedback. The system for reviewing the performance of part-time faculty parallels that for full-time faculty. The system includes a self-evaluation, a review by their immediate supervisor, and students' evaluation. The part-time faculty member is reviewed by his or her students using the IDEA (Instructional Development and Evaluation Assessment) evaluation system, a nationally normed system available from the Center for Faculty Evaluation and Research at Kansas State University.

Each part-time faculty member also has a classroom visitation by his or her part-time faculty facilitator or assistant dean each semester for the first six semesters. Following that probationary period, continuing part-time faculty are appraised every three years.

A Voice. Part-time faculty are provided a voice through their representatives who serve on the vice president's adjunct advisory council. The council consists of two part-time faculty representatives from each of the academic program areas, is chaired by a part-time faculty member, and meets monthly with the vice president of instruction to discuss issues of importance to part-time faculty. This group has been helpful in developing additional support services, specifically the brochure outlining part-time faculty benefits, voice-mail boxes, and e-mail addresses for all. Other council accomplishments include the development of the refresher orientation explained later in the chapter, the annual percentage salary increase, and improved office accommodations.

Curriculum Development. Part-time faculty are invited to share their expertise during curriculum development or revision efforts. In some cases, part-time faculty develop a new course or even new curriculum under a special contract with the vice president of instruction.

Textbook Selection. Part-time faculty serve on textbook selection committees or may select an individual text if he or she is the only faculty member teaching a course. Every two years the vice president creates a task force on adjunct issues to prepare a needs assessment survey that goes to all part-time faculty members. The most recent survey was mailed to 552 active members (part-time faculty who had taught at least one class during one semester in the past calendar year of Fall 1999–Summer 2000). According to the task force, the high response rate (55.3 percent) indicated that JCCC part-time faculty are clearly interested in the conditions of their employment (Adjunct Faculty Task Force Recommendations, July 2001). As a result, the following recommendations have been adopted: increase substitute pay and pay for serving on committees from $22.50 to $25.00; change the reserved time in the staff lot from 6 P.M. to 7 P.M.; pilot test having the copy center open on Saturdays; provide additional training on voice mail, e-mail, and technology during the evening hours and on Saturdays; and offer a refresher orientation. Other recommendations are being considered at this time.

Institution-wide and Department Initiatives

The comprehensive professional development program for part-time faculty includes institution-wide activities that are conducted at the same time for *all* part-time faculty as well as activities conducted within each academic department or program area. The overall program, as outlined below, is carefully coordinated to avoid overlapping information.

Orientation. Each semester, all new part-time faculty are invited to an orientation held the Thursday evening before classes begin. The orientation

includes a dinner with other new faculty in the program and their assistant dean. A short program for all new part-time faculty includes a welcome by the vice president for instruction, an overview of support services by the vice president for student services, and an extensive packet of material reviewed by the director of professional development. The materials strongly emphasize teaching and learning. All new faculty receive a copy of *A Handbook For Adjunct and Part-Time Faculty and Teachers of Adults* (Greive, 2001) and multiple "Teaching Tips" brochures. The Teaching Tips brochures, produced in house, are collections of teaching ideas by JCCC faculty.

In addition, all are invited to participate in the four or five days of in-service activities that open each semester. During these days, faculty attend all-staff meetings and meetings of special initiatives such as the honors program, and they select from concurrent sessions on teaching and learning topics. Faculty may also participate in two- to three-day programs on WebCT or attend the Web Wizard Workshop or a master teacher's workshop, which are offered during the in-service time.

Refresher Orientation. Acting on a request from the vice president's adjunct advisory council, a refresher orientation was designed and delivered this year. The council wanted to bring continuing part-time faculty up-to-date on activities at the college and to highlight changes that have occurred over the past four years or more. The session included a box dinner, an opening session showcasing current information about the college, and a copy of *Handbook II: Advanced Teaching Strategies for Adjunct and Part-Time Faculty* edited by Donald Greive (2000). Following the general session, break-out sessions included technology, testing and assessment strategies, and teaching and learning tips and tools. Much positive feedback has ensured continuation of the refresher orientation.

Department Orientation. Following the collegewide orientation, the assistant dean for each area meets with all new part-time faculty to provide an overview of policies and procedures. Some programs invite returning part-time faculty as well as full-time faculty to the meeting. For some program areas, this time is used for professional development to focus on strategies to enhance teaching and learning or to incorporate writing across the curriculum or service learning into the classes. Other sessions have focused on the use of technology or writing an effective syllabus. Ultimately, the assistant deans have the latitude of designing their orientations to meet the needs of the part-time faculty in their respective programs.

Department Meetings. Most program areas invite part-time faculty to department or division meetings or both. These regular meeting are usually held late in the day to make them available to part-time faculty.

Professional Development

Part-time faculty are invited to participate in the programs delivered through Staff and Organizational Development, the Center for Teaching and Learning, and the Educational Technology Center. They may participate

during the semester in the ongoing events of the Center for Teaching and Learning, such as instructional design workshops, assessment methods, and distance learning. However, to gain access to these opportunities, part-time faculty must complete an individual development plan (IDP).

The IDP is developed by the part-time faculty member and shared with his or her assistant dean. The IDP is essentially a career development plan, and the faculty member completes sections on strengths, areas for development, one- to two-year plans, and three- to five-year plans. The IDP serves to identify staff development needs for part-time faculty (full-time as well because they, too, use IDPs) and to defend annual staff development expenditures.

JCCC is also a member of the Kansas City Professional Development Council (KCPDC), which sponsors programs attractive to part-time faculty. These include a teaching and learning conference, technology exposition, master faculty workshop, workplace-issues series, and supervisor development program. Member institutions also invite each other to interesting programs that part-time faculty may attend. A scholar-in-residence program such as the recent three-day visit by author and educator Parker Palmer also attracted part-time faculty. All KCPDC programs are cost-free for participants.

Part-time faculty have an opportunity to apply for financial support for specialized training, special projects, grants, conference attendance, or conference participation. Part-time faculty must have a current IDP on file and complete a special grants application form to apply for the financial support available to them. Staff and Organizational Development has developed a directory of all programs and activities available. The directory is on-line, as is the IDP form, so both are easily accessible to part-time faculty.

Part-time faculty are invited and encouraged to participate in such institutional activities as a master teacher's workshop; writing for *Centerpiece,* the newsletter for the Center for Teaching and Learning; and serving on institutional councils like the Strategic Planning Council and Staff and Organizational Development Council.

Many departments undertake professional development activities that include part-time faculty. For example an assistant dean may take both full- and part-time faculty to a local or regional conference. Or a dean might develop a colloquium program highlighting the use of special equipment or new content developments for that area. Other initiatives have included full- and part-time faculty team-teaching a course or preparing a program for a national conference.

Part-time faculty are recognized for years of service, as are all employees of the college. Part-time faculty are credited for each semester taught and receive the standard jeweled lapel pin at five years (ten semesters), ten years (fifteen semesters), and so on at five-year or ten-semester increments. The service awards are given each year as part of a January in-service program.

The Lieberman Award for Teaching Excellence by Adjunct Faculty is presented at a dinner held each spring to six part-time faculty members. The Lieberman recognition was established by a task force of part-time faculty

members who chose to parallel the full-time faculty award, the Burlington Northern Santa Fe Award for Teaching Excellence. The initial fund was established by an anonymous donor to recognize the Liebermans, a couple who have contributed significantly to Johnson County. The college matched the donation and funded the award dinner.

Part-time faculty may submit a self-nomination, be nominated by their supervisor, a student, a peer, or a member of the community. Nominations are submitted to the program area, and a selection process is undertaken to narrow the nominations to one per fifteen part-time faculty members. That list is forwarded to Staff and Organizational Development. Part-time faculty are provided the support of a writing consultant to assist them with their portfolio preparation, if needed. Portfolios are then submitted to an external judge, who makes the selection. The judge is another community college expert who has devoted considerable energy to the issues of part-time faculty. Invariably the judge comments on the outstanding quality of JCCC's part-time faculty and the difficulty of selecting only six award recipients.

Adjunct Certification Training Program

The Adjunct Certification Training (ACT) program for part-time faculty was initially designed by Joseph Gadberry, Assistant Dean of Sciences. Gadberry was recognized by the National Council for Staff, Program, and Organizational Development with the Innovation of the Year Award in 2000 for this work.

Part-time faculty apply to participate in the program through a letter of support from their assistant dean and a statement of intended learning outcomes. A panel then selects the participants.

The ACT program consists of seven modules:

Orientation and narrative reflections. Provides an overview of the program and content about the strategies for becoming a reflective practitioner and the product of their reflective journal, which must be completed before the certificate is conferred.

Employment policies and procedures. Explains the forms needed to complete the work of an instructor.

Technology. Outlines the use of Misty City Grade Machine, a grading software package; Campus Pipeline, Web-integration software; and Banner, a campus system that has features for contacting students.

Designing effective instruction. Focuses on preparing an effective syllabus and its use in the classroom.

Challenges of students. Describes the students at JCCC and analyzes the impact on the classroom.

Legal issues and diversity. Explains the issues of harassment in higher education and outlines the implications of the Family Education Rights to Privacy Act.

Microteaching session and videotaping of classroom activity. Includes a feedback discussion with one of the facilitators of the program.

In addition, participants may select one of the following electives: effective communication and listening skills, basic principles for a collaborative workplace, enhancing effective instruction, learning styles, teaching techniques, teaching the adult learner, test construction, or portfolio preparation. A final outcome of the program is the IDP, which assists part-time faculty members in career advancement.

When a participant completes the modules and submits a reflective journal, he or she is granted a step movement on the salary schedule and is also presented a certificate of completion and a book on teaching and learning at the Lieberman Award dinner described earlier.

Valuable Resources

JCCC provides part-time faculty with both in-house and commercially prepared resources. In house, JCCC has prepared four brochures of teaching tips that are distributed to all part-time faculty. The brochures include teaching strategies found useful by faculty attending the master teachers workshop. At that workshop, faculty are asked to share with other participants a "nonastonishing teaching tip." Those are then compiled and distributed to all faculty. Other in-house documents that part-time faculty receive include the college catalog and faculty handbook, which are also available on the JCCC Web site at [http://www.jccc.net].

Commercial resources provided to part-time faculty include *A Handbook for Adjunct/Part-Time Faculty and Teachers of Adults* (Greive, 2001). This handbook is a staple for the program because it includes such valuable chapters as "Teaching, What's It All About," "Teaching Adult Students," and "Classroom Strategies." The fourth edition includes a new chapter on "Teaching and Learning with Technology."

Faculty also receive *Innovation Abstracts,* published by the National Institute for Staff and Organizational Development (University of Texas at Austin, SZB 348, Austin, TX 78712–1293). This weekly newsletter highlights teaching tips and best practices.

Teaching for Success is an eight-page newsletter of teaching tips published eight times per year (Jack and Penny Schrawder, editors, Pentronics Publishing, P.O. Box 8379, South Lake Tahoe, CA 95168–1379). The newsletter is provided to assistant deans as a resource for their part-time faculty.

For the refresher orientation, Greive's *Handbook II: Advanced Teaching Strategies for Adjunct and Part-Time Faculty* (2000) was selected. This handbook extends the focus on effective teaching and learning and includes chapters such as "Utilizing the Techniques of Andragogy," "Student Learning Styles," "Preparing for a Distant Education Assignment," and "Testing and Grading."

Part-time faculty facilitators are provided *Managing Adjunct and Part-Time Faculty for the New Millennium*, edited by Greive and Worden (2000). This handbook includes chapters on orientations, ethical implications, and evaluation plus eight other chapters of interest.

Institutional Commitment

To implement a comprehensive program for the inclusion of part-time faculty, an institution should have the following:

A climate and culture of inclusion
A recognition of the value of part-time faculty as integral to the success of the college in meeting student needs
Institutional leadership and vision
Committed administrators
Support systems, such as the Staff and Organizational Development Council, the Center for Teaching and Learning, and the Educational Technology Center
Financing for the various components of the program
Outstanding, committed faculty leaders who will develop and expand such a program
Patience to build a comprehensive program (this program has been ten years in development)

A comprehensive program for part-time faculty should not include elements or programs that are not available to full-time faculty. If an institution does not have an orientation for new full-time faculty, one for part-time faculty would seem unusual. The same is true for resources, office space, special grant funding, and the list goes on. A major suggestion is to begin small, after reading the available literature, and build a comprehensive program over time.

Conclusion

The number of part-time faculty employed by postsecondary education is continuing to grow. At the same time, part-time faculty needs for teaching and learning theory and strategies, cultural bonding, currency, communication, and inclusion will also grow. JCCC's comprehensive development program for part-time faculty serves as one model to meet those needs. The program reinforces the valuable role of part-time faculty and integrates them into the teaching and learning community. As Gappa and Leslie (1993) and Roueche, Roueche, and Milliron (1995) stressed, the students served by our community colleges are the ones who will benefit from such a program.

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Just as community colleges are making course work available to their students through a variety of delivery systems, so, too, are staff developers creating on-line means of providing activities for their faculty. The on-line faculty development programs at Valencia Community College, Orlando, Florida, and the Art Institute of Dallas use the Time-Revealed Scenarios software program as the basis of their on-line approach.

Web-Based Faculty Development Using Time-Revealed Scenarios

Patrick Nellis, David Hosman, Jeffrey M. King, Cathleen Armstead

Time-Revealed Scenarios (TRS) by WisdomTools, Inc., is the name of the interactive Web-based software that Valencia Community College in Orlando, Florida, uses to deliver an on-line faculty development course. TRS uses established active-learning techniques, such as collaborative and problem-based learning, that are embedded within a story (or scenario) that unfolds over time. TRS was originally designed to be used for employee development in leading corporations like Eli Lilly and IBM.

The TRS, "Teaching in College, Community College Edition," was developed through a partnership between WisdomTools, Inc. (affiliated with Indiana University), Houghton Mifflin Company, and faculty development staff from Valencia Community College, the University of Minnesota, and Buena Vista University in Storm Lake, Iowa. The faculty development staff had been looking for a vehicle that would solve some perennial problems inherent in the traditional face-to-face faculty workshop framework: it is difficult to get faculty (especially adjunct faculty) to find the time to attend workshops, and it is nearly impossible to assess the effects of most workshops on teaching practices. The asynchronous and active-learning elements of TRS held out the promise of a breakthrough (Shea, Sherer, and Kristensen, 2002).

"Teaching in College" is a scenario that has four basic elements: a story line, characters, resources, and activities. The story takes place at a community college where the main character, Professor Steven Cauley, is a new faculty member who is also new to teaching. We tried to capture some of the

new faculty experience: the sense of dislocation and isolation, the conflicting advice from senior colleagues, the often-overwhelming demands of the job, the needs of the students, and the pressures of balancing family life and work. As the scenario unfolds through four episodes, Steven encounters situations that stimulate the participants to discuss teaching and learning problems common to community colleges. There is a rich array of resources on-line: articles and Web sites on the research, theory, and practice of good teaching. The learning activities prompt the participants to enter threaded discussions on-line regarding Steven's development as a teacher and their own experiences in their current classrooms. Faculty members are assigned to experiment with a new idea in their classrooms and report back to their colleagues in the TRS. Both the resources and the activities for faculty reflect a learning-centered philosophy, and the delivery system itself emphasizes doing (active learning) rather than telling (passive information delivery) (O'Banion, 1997; Huba and Freed, 2000). The experience is structured as an on-line course; it has a face-to-face orientation session, a syllabus, a set of assignments with deadlines, ongoing discussion threads, and assessments.

"Teaching in College" is an introductory-level "course" in community college teaching. The topics range from orientation to one's department and campus life, course planning, syllabus construction, course delivery methods, testing and grading, student difficulties including academic dishonesty, student feedback, faculty evaluation, student learning styles, student diversity, and finding the balance between faculty work and family life. It is a rich set of resources and activities, with more options for a facilitator to choose from than are likely to be used in any one-course offering.

In this chapter, we report from the experience of two different colleges that use the TRS. First is a detailed look at this Web-based tool from Valencia Community College, followed by a brief summary of the work done at the Art Institute of Dallas.

Valencia Community College

We will focus on three key assignments that demonstrate the effects of the TRS on the professional development of the faculty participants at Valencia Community College:[1]

Assignment Three introduced the participants to various active-learning techniques,
Assignment Five encouraged the use of Classroom Assessment Techniques (CATs), and
Assignment Seven captured the changes that faculty committed to make in their syllabi and teaching in the following semester.

What follows is excerpted from a report of a systematic qualitative study of the Fall 2001 Session TRS at Valencia Community College (Nellis, 2002).

Active Learning: A Leap of Faith. The on-line articles and Web sites featured in the active-learning assignment included studies of lecture, cooperative learning, classroom discussions, and case study techniques by nationally prominent authors. In the on-line dialogues, faculty discussed the elements that are outlined in the articles. For some of the participants, the articles validated their experience as teachers, whereas others gleaned useful tips for improving learning in their classrooms. Sometimes they related the articles to the main character, Steven, as shown by this comment:

> Frequently Asked Questions about Discussions had several ideas that Steven could use. The first one is, How can I get a discussion going? Discussions have to be carefully planned. Steven was missing that when he tried to make conversation in his class. (Tina)

More frequently they applied the concepts directly to their own experience:

> Re: Appropriate Use of the Lecture. This was a wonderful article! It helped me to see that it's okay not to lecture at length. I also realize that in Comp II and Lit, I've been lecturing too much. I think the idea of stopping to ask the students if they are "getting it" is very helpful. (Ethel)

> This article [by Cross] really emphasized the importance of collaborative work for critical thinking and higher-order learning skills. I have always known it, but this article really clarified it to me. (Stephanie)

In response to the assignment, many of the faculty actually took the next step and experimented with a new active-learning technique. This is really a leap for traditional faculty, and it was not surprising that most of the participants preferred to keep the dialogue abstract, discussing the articles rather than using the ideas. The bolder participants incorporated a variety of techniques ranging from a modified lecture style to extended discussions; some also tried lessons with small-group formats for focused tasks, and one person conducted an elaborate "jigsaw" exercise.

Although the participants seldom followed the explicit directions for the assignments with care (something we suspect we have in common with our students), they always brought out interesting aspects of teaching. Below are the before-and-after comments from a participant who identified what she intended to do with active learning and then followed up later in the dialogue with a report on what occurred:

> *Before:* Nurses devote many hours to patient teaching and "doing procedures." My active-learning project consisted of dividing the nursing students into pairs, with instructions to write down in words what they would do, step by step, when teaching a patient how to administer two types of insulin in one injection.

> *After:* I was pleasantly surprised. The students responded positively to the teaching project; they learned how to teach and how to mix insulin, and a good time was had by all. I was very pleased with the learning that took place. (Ginger)

The teachers' forays into active-learning methods were prompted by the scenario in which the fictional Steven struggles to keep the attention and interest of his students. There were some insightful dialogues about the nature of active exercises and the problems they pose for teachers; both participants and facilitators shared tips for managing these kinds of teaching techniques. The primary outcome visible in the on-line dialogue is an expanded awareness of alternatives to direct information-delivery teaching formats.

Classroom Assessment Techniques: Moving from Teaching to Learning. In this assignment, the participants are directed to resources for assessing student learning and obtaining student feedback on course issues. This is where TRS sends the faculty out to experiment with CATs (Angelo and Cross, 1993). The strength of the asynchronous on-line workshop format is that participants can immediately apply what they learn to their classrooms and report back to an interested audience of peers. This is simply impossible within the constraints of the traditional face-to-face faculty development workshop. This assignment had the highest and most enthusiastic participation of any in the program. Faculty engaged with the CATs and reported success with these techniques.

The most popular CATs among the participants were the "one-minute paper" and the "muddiest point/clearest point" exercises. Here are a few of the faculty responses:

> It helped immensely to understand where I needed to explain in a little more detail for the students to grasp, but it also helped me to understand what material was successfully learned. (Walter)

> I feel the minute paper I had my students write after they watched a video about Islam, many of my students summarized well the main points of the video, and many also stated what their muddiest point was about Islam; in many cases it was Islam and the treatment of women. (Fitz)

> This has been very helpful to me (and to my students) as not only do they tell me what they got out of the day's lesson but it also provides them an opportunity to ask me a question that might not have been presented in class. (Betsy)

Some of the faculty experimented further, moving beyond the "one-minute paper" format to try gamelike assessments, peer editing, writing of examination questions, and application cards. Here is an example of a thorough use of a CAT:

> I had the students write exam questions for both a nonfiction reading and a fiction reading. . . . I was able to evaluate their level of understanding and critical thinking based on the questions they wrote. We discussed the questions each time we did this exercise. After three exercises (for them an exercise, for me information), I am seeing a dramatic improvement in their approach to what they read. They are attacking what they read with the goal of understanding the information, and their critical examination of the information has increased. A great tool for a variety of reasons. (James)

Faculty reaction to this assignment was strong and positive. Most reported an experience similar to this teacher:

> These ideas [CATs] are wonderful! I wish I had been using these techniques all semester. [These] suggestions provide little mini assessments so you know what your students are learning, how they learn best, and also holds students accountable for their learning. (Emily)

Besides stimulating participants to experiment in their own classroom, the TRS also created a space for them to share their results. Faculty got a view of student learning as a work in progress, rather than a summative score. Use of the CATs was mentioned more than any other factor in the faculty postsurvey as a worthwhile element of the on-line course experience. Nearly all participants reported that a major change they will make in their teaching is to routinely employ CATs in their classrooms.

Making a Commitment to Change. Toward the end of the course, the faculty members were asked to identify three to five changes that they intend to make in their syllabus in the next semester. Nearly all of the participants indicated that they would need to rewrite their syllabi in light of what they had learned on-line (pre-TRS and post-TRS syllabi were collected to verify that changes had indeed been made). Many of the modifications signaled by participants may seem superficial at first glance, such as changes to classroom policies and the clarification of assignments and expectations, but they signify an effort to improve communication with students. This kind of revision makes the culture of academia more explicit, which helps our students succeed in the college environment.

Two-thirds of the faculty who completed the course explicitly identified ways that they would incorporate active-learning techniques into their courses in the next semester. The range of activities included ways to get students to read more, speak more, engage with each other on the course material, and work together to solve problems.

By contrast, the willingness to incorporate some CATs into their courses was almost unanimous. The discussion of CATs at this final juncture showed a good appreciation for the need to establish a two-way feedback process, both to and from the student, to foster better learning.

In the spirit of practicing what we preach, we asked the participants to give us feedback (anonymously) on their on-line course experience. In response to the open-ended question, "Would you recommend this on-line faculty development experience to other faculty? Why or why not? (please be specific)," we had only two negative answers. One of the "no" responses indicated that they wanted a face-to-face weekly meeting. Clearly the on-line format was not appropriate for this person's needs. The other negative response was stated, "I would rather have a teacher . . . teach me." The self-discovery and scenario-discussion format of the TRS may not be appropriate for all learners. All of the remaining comments were positive, although some expressed reservations as well. These concerns included the time commitment to read and participate and a lingering sense of isolation as an adjunct faculty member. Most cited the flexible format and delivery system as important good points of the course, many appreciated the extension of college resources to adjunct professors, the sense of community on-line was frequently mentioned (see also Paloff and Pratt, 1999), and the quality of the on-line articles and Web sites was highly valued.

Art Institute of Dallas

The "Teaching in College, Community College Edition," TRS was also in use at other colleges during the fall of 2001. Art Institute of Dallas, a regionally accredited associate's and bachelor's degree-granting, for-profit institution, offers another view of the uses of Web-based faculty development. What follows are the faculty development director's observations, with supporting comments gleaned from faculty evaluation of the scenario (faculty comments are in italics) (King, 2001).

There is a teacher-student approach used in the curriculum of the scenario. There is an orientation, a syllabus with assignments, scholarly resources, and an expert facilitator.

Knowing some of those resources are out there is a big help. And actually thinking about some of these issues for the first time since my pedagogy practicum in grad school was interesting.

The asynchronous, on-line structure allows faculty more autonomy in their development process.

I liked being able to work on the assignments in my usual late-night binge method as opposed to having to attend a workshop during the valuable (to me) daytime hours.

Faculty are able to integrate the on-line curriculum activities into their own planning, teaching, and assessment work in the classroom.

Since the beginning of the scenarios, I have found myself analyzing priorities, delivery, assessment, feedback, communication, and more. . . . I have a much clearer concept of what it means to be learning-centered than I did.

Community building among the faculty is a tangible plus enabled by the curriculum and its delivery method.

Because I am only a part-time faculty, the on-line group helped give me a sense of community with fellow instructors.

Overall, the Web-based curriculum seems to be less threatening to some faculty, especially to new, inexperienced instructors. Evidence of this is that there has been more instructor interaction with the faculty development department. This effect is not accidental; it was the intended outcome of separating the assessment (formative feedback) from evaluation (summative judgment of performance) in working with faculty. The TRS is entirely focused on formative assessment of teaching effectiveness.

Conclusions

TRS is a Web-based professional development tool that addresses some perennial problems, such as capturing faculty time and fostering deep learning. It was clear through our analysis of the on-line dialogues, the surveys, and the syllabus revisions that faculty gained in both knowledge and experience. At a minimum, these faculty members have a deeper knowledge of active-learning techniques and a demonstrated ability to use CATs. The syllabi show a commitment to follow through on implementing changes in their classroom teaching. These outcomes indicate that TRS is useful in promoting meaningful conversations on teaching and learning with faculty. TRS encompasses many more topics relevant to teaching competence than have been analyzed here; due to space limitations, we have focused on the active-learning and syllabus-development aspects of the course.

Notes

1. Thirty-nine faculty began the course in October, and thirty-two completed it before the start of final examinations in December. Of the seven who dropped out, one was too busy, two chose to postpone enrollment until the next semester, one felt that the course was pitched at too low a level (she is a doctoral candidate in education), and three were unavailable for comment. All but two were adjunct faculty. The participants were organized into teams of ten, each with its own facilitator.

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5

This chapter describes how a center for teaching and learning has become the catalyst for major institutional change through the use of faculty-owned and -driven professional development programs, faculty leadership teams, and a supportive administration.

Leading Change Through Faculty Development

Fay Rouseff-Baker

The idea of faculty learning centers has been around a long time. K. Patricia Cross reported in her 2001 article (p. 32) that "[t]wenty-five years ago, Jerry Gaff located approximately 200 campus programs" that focused on teaching improvement. Gaff's seminal work, *Toward Faculty Renewal* (1975), examined "how to keep a largely middle-aged faculty educationally alive and growing during the next two to three decades" (as cited in Cross, p. 32). However, the purpose of these programs has changed in recent years. "The middle-aged faculty of the 1970s are retiring, and a new generation is taking their place in the faculty ranks" (p. 32). As faculty positions change and colleges grow and adapt with changing times, faculty improvement is a necessity, not an option.

The Center for Excellence in Teaching and Learning at Parkland College, Champaign, Illinois, has embraced and supported the dramatic changes that have affected higher education in the twenty-first century. Nine years ago, when I accepted the position as director, I was elated. I had come to realize, during my twenty-six years of teaching English, that to thrive, I needed to be part of a dynamic teaching community. Fortunately, Parkland College's president, Dr. Zelema Harris, recognized the need for such a community in which faculty could focus on the art, science, and scholarship of teaching. Our board of trustees supported Dr. Harris's vision of a center that would be faculty driven and a place where faculty from diverse disciplines could find support in an academic community.

The center has grown from a good idea into an organic system that has become part of the institution by adhering to good research and by recognizing and developing faculty talent. Studies indicate that any successful

professional development program must be "comprehensive, offering a wide range of development opportunities, . . . constituent–driven, supported by the administration, managed by a staff developer, adequately funded, periodically evaluated, and 'advance the mission of the college through a student-centered, research driven approach'" (Burnstad, as cited in Sydow, 2000, pp. 384–385). This description characterizes a number of the important features of the center. The center offers a variety of courses and workshops to faculty each semester. In the spring semester of 2002, over thirty offerings were provided. These are all designed and facilitated by faculty and staff at the college. Both full- and part-time faculty from diverse disciplines participate in these workshops and thereby create an academic community that is critical to institutional growth. In addition, the center is data-driven. Continuous feedback is gathered from virtually all programming and is used to modify and improve offerings.

Over the years, the center has developed an ongoing, responsive professional development system with an advisory board comprising the Parkland College's professional development committee. A team with strong faculty leadership and diverse faculty input has built and maintained the programming. The program consists of the mentoring program, classroom assessment and research courses, instructional strategies and techniques workshops, learning issues seminars, orientation for new full-time faculty, and informal discussions on current topics. This structure has allowed over fifty faculty and staff to reach our faculty participants with varied content on learning and teaching. Programming is designed for faculty by faculty in response to classroom and institutional needs. Since 1996, a large number of faculty and staff have participated in these programs, resulting in significant shifts in faculty perspectives and behaviors. These shifts are evident as faculty function as learners, leaders, and change agents.

The number of participants in the center programming is a powerful indicator of success. Since 1996, there have been 1,374 unduplicated-head-count participants. The seat count of participants is more than double the unduplicated head count. This provides important evidence that faculty voluntarily return for more workshops. They obviously like what they get at the center. This success is also apparent from the fact that the number of total participants has increased every year since records have been kept (1996).

Faculty Shift Focus to Learning

As a new director in 1995, I was stopped in the hallway by a sociology professor who told me she felt sorry for me. "You now represent the idea that faculty have something to learn, and they will resent that." Now, in 2002, a newly hired faculty member told me, "I chose to interview at Parkland College because of your center for faculty learning. Some colleges sent me their sports schedule, and Parkland sent the Center for Excellence's brochure.

What a statement it makes that a college supports teachers." The center has become a major piece in the recruitment and retention of quality faculty. Not only does it attract faculty who are teaching and learning oriented, but it supports them when they get here with ongoing programming. The new full-time-faculty orientation program grew out of feedback gathered from new hires wanting help adjusting to their new roles and more information on how to connect to the students, the institution, and each other. Likewise, part-time faculty are integrated into the center programming through seminars scheduled on Saturdays and other times more accessible to their scheduling needs.

Strong institutional support for faculty through professional development centers has been successful at other institutions too, such as the College of Lake County, Grayslake, Illinois. This college has developed a successful yearlong orientation program through their Center for Excellence in Teaching and Learning. DeRionne Pollard, assistant vice president for educational affairs, believes that faculty are the life force of the institution. It is the faculty who effectively create and sustain change. "Change in the classroom and the institution can occur when ideas are allowed to blossom," states Pollard (DeRionne Pollard, phone interview, March 2002). The center for excellence at the College of Lake County allows, supports, and nurtures such a forum for their faculty.

One of the most influential programs contributing to the shift in faculty attitude at Parkland College has been the classroom assessment and research courses. These courses are based on the model of classroom assessment developed by Angelo and Cross (1993). Classroom assessment is built around the use of classroom assessment techniques (CATs), which are quick, simple, ungraded, and usually anonymous tools to gather feedback from students on their learning. Gathering feedback from students gives them voice and input into the learning process. This feedback process is powerful. Since the spring of 1996, over two hundred faculty and staff have taken the courses that require them to use CATs, write up their findings, and report back to their colleagues. During these sessions, faculty learn much about their students, how they learn, and what are the barriers to learning. In an informal survey by the center in January 2002, Laura Jamison, department chair of social sciences and human development, states, "The most wonderful thing about participation in the center is that it encourages you to challenge your assumptions about teaching and learning. It encourages us to acknowledge what we do not know and cultivates a passion for questioning in an effort to find answers." We all learn to challenge our assumptions.

Programs offered by the center are used by faculty and staff from a variety of disciplines and areas. For example, the classroom assessment course this semester includes faculty who teach computers, English, mathematics, English as a second language, composition, chemistry, and reading as well as K–12 teachers and student services staff. Throughout the semester, faculty struggle with many issues: methods to modify instruction and how to identify the most effective strategies, the factors that influence

student performance, the background knowledge or lack thereof that students bring to the course, the barriers students face that hinder their learning, and the attitudes students have toward learning. This honest discussion provides a forum for veteran faculty to share experiences and strategies that have worked. To complement this, new faculty can share pedagogy and perspectives from their recent studies. In the last eight years, there is a conversational shift from faculty who used to claim that many of their students "do not belong in college" to an earnest effort to reach and retain all students. Another subtle shift has occurred toward a deeper respect among the faculty for the complexities of teaching in different subject areas. Cross (1998) states, "Classroom research has the potential for creating teaching and learning communities with the shared goal of understanding learning well enough to improve it—as individual classroom teachers and as collective faculties dedicated to the mission of improving undergraduate education" (p.12).

The incorporation of a variety of assessment techniques and the notion of feedback for continuous improvement have shaped the college as a whole. In many instances, the idea of formative feedback that has grown out of the classroom assessment courses has been infused into our collegewide assessment process. Peter Ewell of the National Center for Higher Education Management Systems suggests that it is important to gather information about the enabling conditions—all of the factors that relate to the processes of learning—in the assessment of student outcomes. We need data on process as well as product. CATs, a type of formative assessment, provide valuable evidence for such analysis. The combination of both formative and summative assessment has had a powerful effect on classroom teaching and program development.

Several types of learning communities have formed among faculty. Some learning communities serve students who are underprepared for college-level courses, and others include students who are the best and the brightest from high school. Many faculty and administrators have begun "thinking outside the box" to address the complex challenges of disengaged students. For example, a Title III grant has been proposed that will completely restructure what we offer our "not-quite-ready-for-college" students. Other faculty are working with our learning lab to provide course-specific diagnoses of student learning gaps and then give appropriate supplemental instruction in a modular format.

After years of working with many hundreds of faculty, I have become aware that the partnership between teaching and learning is a dynamic one. Good teaching goes hand in hand with ongoing learning.

Faculty Shift to Leadership

Leadership development is a natural outgrowth of the center's work in broadening faculty vision from the classroom to the overall institutional culture. We believe that a homegrown, comprehensive professional development

curriculum can contribute to both formal and informal leadership development. Internal development opportunities support Parkland College's mission in ways external development cannot.

In a 1995 doctoral dissertation, Taber stated, "Research suggests that formal leadership supplies the energy, commitment, and foresight required to develop momentum; on the other hand, informal leaders have the ability to keep that momentum going and to help groups stay on track" (cited in Roueche, Roueche, and Ely, 2001, p. 531). Roueche, Roueche, and Ely add, "Together the combination is a powerful influence in collaborative activities" (p. 531). On many campuses, there is still an adversarial relationship between faculty and the administration. Parkland College, under its present administration, has made great inroads into shifting to a model in which faculty leaders work with administration to make things happen.

Eight years ago, I was part of the first group of faculty and staff who signed up for three days of leadership training. It had a powerful effect on me and the others in attendance. Keynote speakers were Jeff Hockaday, then chancellor of Pima County Community College in Tucson, Arizona, and David Pierce, then president of the American Association of Community Colleges. They, along with Parkland College's leadership, were there to inform the twenty-five participants of the multiple systems that make a college successful. When faculty function from an informed participatory position, they are more apt to take ownership of institutional issues. For example, several participants in center programs have moved on from faculty positions to become department chairs. Also, center faculty leaders have taken the lead in institutional matters by launching the leadership and core values work and brought influential thinkers in higher education to campus such as Michael Dolence and Vince Tinto.

The leadership in the center consists of a team that has worked together on program design and implementation. The notion that a professional development unit could become its own entity, led by our own people, was exciting but challenging. Fortunately, the administration was fully behind the notion of faculty leadership. I took every formal leadership training that came my way and learned and grew enormously over the years. Yet, there are also faculty who are informal, natural leaders and who are successful. Dr. Andrew Holm, chemistry professor of thirty years and coordinator of instructional programming in the center, is a clear example. He does not identify himself with the word *leader*, yet he has a passion for teaching and a commitment to the betterment of faculty and student learning. As a result, his influence is evident beyond his classroom.

With a large number of retirements, one of the areas of faculty leadership that has become critical is in the role of department chair. In just two years, a department chair hired in 1999 will become the senior member of all the chairs. Many of these new faculty leaders are not only new to administration, they are also relatively new to Parkland College, having been hired in just the past few years. To address this issue, the center offers a leadership and decision-making series that infuses values and the Rushworth M.

Kidder model of ethical decision making (Kidder, 1995). The series draws on global ethics materials on "right-versus-right" decision making using a case study model. New faculty leaders gather with experienced chairs to discuss case studies. There is a dynamic exchange between veteran chairs who describe decisions they made and the new chairs who were classroom faculty the previous semester and now wrestle with complex decisions. This has provided invaluable support for the new chairs.

Other colleges coordinate faculty development through multiple centers. There are several faculty learning centers at the Florida Community College at Jacksonville: the Center for Cooperative Learning, the Center for Instructional Design, and the Professional Development Office. These centers create multiple learning options for faculty and address important classroom and professional issues. As Jack Chambers, director of program development for instructional technology, states, "the greatest focus of teaching is the application of learning and motivation techniques" (Jack Chambers, phone interview, March 2002). These centers are also outstanding examples of faculty teams working together across campuses. As a team, they facilitate their annual International Conference on College Teaching and Learning.

Faculty Shift from the "Old Ways to the New Ways"

In June 2001, I was in Beijing at Beijing Normal University as a presenter during the China-American Conference on Education. A major point expressed was that China needs to "shift from the old ways to the new ways." I was struck by this idea and that it was also applicable to American higher education. Certainly one of the most profound forces in higher education today is the advancement of technology. Just a few short years ago, we had a faculty member who said, "I just don't do e-mail." Now, I cannot remember how we functioned as an institution without it. Seven years ago, Dale Ewen, our executive vice president, made a commitment to advance Parkland College into the age of technology by making sure all full-time faculty had their own computers. One art faculty member commented at that time, "the computer would make a nice piece of sculpture, but faculty will not use it." Since then, Parkland College has led Illinois in on-line courses offered and has developed the Center for Virtual Learning as the primary unit for technological training and support. The center stays closely linked to this increased use of technology so that faculty can continue to assess technology's effectiveness in the learning process. As Donald Buckley (2002) points out, "Transitioning to learning-centered technology will require *transformative faculty development*. Transformational faculty development must be coupled to *institutional change*" (p. 30).

Another shift has occurred in the way we are addressing learning issues in the twenty-first-century multicultural classroom. Through the funding of an Illinois Community College Board grant, the center is continuing to develop curriculum and training that integrates a cultural diversity framework

with learning theory and practice. Formerly much of the diversity work stayed outside the academic areas of the college. Many faculty and administrators approached diversity training as a checklist—something to complete and move on. The diversity, values, and learning team in the center believe that good classroom practice cannot be separated from the understanding of multicultural issues.

Other major shifts to new ways of thinking have grown out of the research and implementation of Ned Herrmann's "whole-brain learning" (Herrmann, 1996). Herrmann suggests that the wide range of students in our classroom learn in a variety of ways. New methods of instruction can be used to address diverse learning styles. Faculty realize that many instructional methods must be used throughout the semester to successfully reach all of their students. So, because we are reaching more students, we are retaining more students. Retention has now clearly emerged as a classroom issue. Retention and enrollment issues have become a new priority for many faculty; they are now actively involved in both. Formerly, faculty felt that only the admissions office, the counselors, and the administration should be responsible for retention issues.

Conclusion

Although faculty learning centers are not new, their focus and influence have grown greatly in the last ten years. Centers that focus on faculty support and learning realize that the faculty are the change agents in the classroom and the institution. Ongoing professional development programs, faculty leadership teams, and a supportive administration will help to manage the many changes institutions will need to address in order to thrive in the twenty-first century

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This chapter describes an integrated staff development program at Metropolitan Community College, Omaha, Nebraska, that more effectively meets the needs of classified staff than traditional staff development models.

Classified Staff Development: An Integrated Model

Kay Friesen

Metropolitan Community College (MCC) in Omaha, Nebraska, has had a long-standing commitment to faculty and staff development. Since 1980, the college has had full-time personnel providing leadership to faculty and staff development programming, and today, MCC's personnel development department provides service to approximately 680 full-time employees and over 400 adjunct faculty. Of the full-time employees, approximately 300 are considered classified employees. In this chapter, I describe the evolution of development programs for classified staff at MCC from a traditional model to a learner-centered model.

Traditional Model

At the outset, MCC used a traditional model for professional development offerings that centered on employee job classifications. Each year, calendar days were designated for classified staff development days. These all-day events were scheduled, and classified staff were encouraged to attend. Although relatively successful for those who participated, there were several challenges to using this model.

The challenges included the difficulty in offering a broad-enough curriculum to meet the needs of this large, diverse group of employees; the lack of consistency in supervisory support for participation; the difficulty in scheduling days and times to ensure as many employees as possible could attend while also considering that many employees worked shifts other than the traditional 8 A.M. to 5 P.M., forty-hour workweek; and the

lack of interaction with employees from across the institution. Those challenges were overcome as a result of changes in the way that professional development services were delivered.

Professional Development Services Undergo Change

During 1995–1996, professional development at MCC underwent a transformation as a result of a strategic planning process that identified several key priorities for the institution. The strategic vision for MCC as a learning organization included the transformation of faculty and staff development. That vision was expressed in the following statement to MCC employees:

> To be a fully participating member of the organization, each employee must have a common understanding of Metro [MCC], its core values, practices, and constituencies. Faculty and staff development programs and courses must insure that all employees are provided with the opportunity to develop the basic understanding required to serve as facilitators of learning and to evaluate their own effectiveness in that process. Since the community's needs are changing with increasing haste, employee skills and abilities that are current and flexible will be the most effective in sustaining the College as a viable organization.
>
> Development opportunities must be provided to nurture and enhance innovation, ensure quality of service to students, ease cultural and system changes throughout the College, and generate new responses that can benefit both individuals and the College as a whole. Comprehensive programs designed to meet both general and individual needs are basic to the creation of a haven for critical thinking and serve as a major contributor to job satisfaction and team loyalty. They are based in the belief that we are a working team and that each team member makes unique contributions from which we all benefit in building a strengthened college with the adaptive energy to face our common future. To meet these demands, employees must regularly reexamine their roles as active players, participants, and learners to be certain that their contributions add to the effectiveness of the whole organization to ensure that the College maintains its competitive advantage. [MCC Faculty and Staff Development Catalog of Courses, 1996, p. 1]

In response to this strategic vision, the college rolled out a significantly revised professional development system for the institution. Key to the success of this program was the support of the college president and executive team. Institutional professional development requirements were established for all full-time employees, effective July 1997. Every full-time employee at the institution was required to participate in thirty-two contact hours of professional development per year. Within this requirement, a core curriculum was designated that all employees were expected to complete. These institutional requirements transformed the boundaries and responsibilities of professional development for MCC employees.

One of the first steps for MCC in this transition was to articulate clear roles and responsibilities. The college provides the environment and resources for professional growth opportunities and clearly articulates employee expectations. The personnel development office provides training that supports and integrates the college mission, goals, and core values into quality training and development opportunities. Employees are expected to actively participate in professional growth as part of their job responsibilities. Supervisors and managers support employees in developing the technical, professional, and leadership behaviors required for ongoing quality performance and model those behaviors as well.

Because MCC is a learning institution, its employees are expected to model continuous learning practices. The college recognizes the ever-changing skill sets needed within the workplace related to technology, service, systems, and diversity and that employee needs go beyond job classifications. With this new model, classified staff development days became a part of MCC's history. Employees across job classifications now participate in professional development activities side by side, sharing their perspectives on workplace issues.

Personnel Development Department

The personnel development department staff includes six full-time employees who provide leadership and manage program logistics. The staff includes a director, a faculty development coordinator, a technology training coordinator, and three support staff. In addition, training is provided by both in-house and external facilitators who are hired on a contractual basis to deliver training for MCC employees.

The new professional development system caused the department to think in new ways of delivering professional development activities for employees, ways that focused on employee needs for continuous access and quality programs. Because employees are required to meet a minimum contact-hour requirement, the personnel development department has had to realign its internal systems to provide accurate enrollment and completion data for each employee. Using the college's internal administrative enrollment system, personnel development systems have been developed for registration, course management, record keeping, enrollment changes or reminders, managing information, and employee access and information. Employees and supervisors have access to electronic professional development reports that include contact-hour enrollment and completion. In addition, professional development reports are included in the employee performance appraisal cycle. With the access of this information readily available to each employee and supervisor, the infrastructure to support the comprehensive professional development program has changed to a timely, accessible tool to assist employees and supervisors in making choices about their learning.

Personnel development staff work with numerous in-house standing committees and use needs assessments, focus groups, department meetings, supervisors, and employees to identify training needs. In addition, many data sources are used to facilitate decisions about professional development programming such as climate surveys, individual employee enhancement plans, session evaluations, safety reports, miscellaneous internal survey data, and professional development enrollment data. Because professional development offerings are not designated by job classifications, an integrated approach is used to identify training needs. MCC does not have designated institutional faculty or staff development committees. For instance, during the current planning cycle, a focus group that represented clerical and office staff attended an input session for staff development programming for the upcoming year. This one-time focus group not only suggested programming but also provided feedback on ideas and concepts from other groups or individuals. This approach gives the personnel development department a multifaceted approach to gathering feedback and helps to more fully develop ideas and concepts for programming.

Professional Development Programs Become Learner Centered

In the switch to the learner-centered model, the significant changes for classified employees were the ability to participate in individualized professional development opportunities, the opportunity to participate in open-enrollment sessions throughout the year, and the opportunity to be a part of creating customized training options as needs were identified during the year.

Individualized Professional Development. Classified employees can choose individualized professional development (IPD) (once an option only for faculty) to meet their unique needs. An IPD plan requires a skills assessment, goals setting, and a planned application of new skills and methods to the workplace. The IPD plan reflects the employee's professional and personal goals as identified in the professional enhancement plan developed with his or her supervisor during the performance appraisal process or identified as a need and mutually agreed on by the employee and the supervisor.

IPD includes conferences, continuing education, or specialized training, with the contact hours counting toward the employee requirements. Employees are encouraged to use this option to meet their unique needs when training is not available through open-enrollment courses. The personnel development department tracks and documents the information for the employee so that it is reflected on the IPD reports.

Open-Enrollment Option. Under the traditional model of development, classified staff had limited offerings available to them only on classified staff development days. Now, however, employees receive a comprehensive

catalogue of courses at the beginning of each fiscal year that lists and explains open-enrollment professional development offerings available throughout the year.

The catalogue of courses is developed from extensive input and feedback using multiple mechanisms as described above. More than two hundred options with multiple course offerings are available to employees for open enrollment. Offerings are available during days, evenings, and weekends to accommodate employee work schedules. The diverse courses support the enhancement of skills and abilities, are responsive to industry mandates, support organizational development, promote employee interaction and communication, and holistically support the well-being and growth of employees.

Classified employees may make choices for participation in professional development based on relevant, individual needs. Classified employees work with supervisory staff to enroll in appropriate courses to meet their professional growth needs. This open-enrollment format has shifted participation based on job classification to participation based on employee needs. Because of the broad range of options for completing requirements, designing timely learning paths has been simplified. Some examples of open-enrollment options for classified employees follow.

Leadership. Classified employees may focus on developing their skills and abilities related to leadership and management and may participate in a variety of sessions: first-line supervision, leadership skills, and change and leadership are some examples of open-enrollment choices. In addition, classified staff have the option of attending outside conferences or leadership programs and using IPD to document their participation and learning. In most cases, associated funding for classified staff involvement in travel and conference experiences is obtained through supervisory cost centers.

Communication. Communication is a need that is continually identified in college climate studies and other employee feedback mechanisms. Training options are readily available to support individual, departmental, and organizational communication needs. Communication roundtables have been an avenue for employees to discuss organizational communication issues and offer creative solutions. Employees may also participate in a communication certification series that includes sessions on interest-based negotiations, conflict management tools and techniques, listening with presence, and facilitation skills. In addition, several on-line communication courses are available to employees.

Diversity. Diversity is a part of MCC's mission statement, and the institution currently has the highest enrollment of minority students in the state. Supporting employees to provide appropriate service to this population is an integral part of faculty and staff development programming. Each year cultural consideration series are held that focus on understanding various cultures and how employees can best serve these populations. MCC students and community members provide invaluable insights in these

sessions for employees. In addition, student ambassadors, who are typically a representation of MCC's international student population, are an integral part of the college's new employee orientation experience. These students provide a valuable resource to MCC employees in understanding who we serve.

Technology. MCC's employee technology training program offers a wide range of technology courses for the novice to the advanced user. Employees are provided self-assessment tools to guide their placement into technology training sessions. Technology training options are available in the classroom and on-line. For advanced or specialized technology skills, employees can choose IPD and take training from outside sources or vendors. The personnel development department also has a technology training lab dedicated to employee training only. This dedicated lab for employees is one way that MCC has demonstrated its commitment to keeping employees on the cutting edge of technologies.

These are a few examples of open-enrollment offerings. Employees may view the complete MCC catalogue of courses and professional development resources on MCC's intranet. Unfortunately, they cannot be accessed from outside the college.

Customized Options. Customized options are also available to support departments or areas experiencing transition. Personnel development works with other departments, implementation teams, or individuals to design and deliver training as needed. Whether a department has a unique need or the institution needs support with a transition such as a new phone system or systemwide software, the staff at personnel development is available to provide training and support resources.

Core Curriculum. Each year a designated core curriculum is required of all employees. The content of the core curriculum focuses on broad organizational issues relevant to all employees. Core curriculum courses that all employees at MCC have taken since 1996 include Vision and Transformational Change, Ethics of Choice, Creating Quality Service, Systems Thinking, Teamwork at MCC, Learning in the Twenty-First Century, Partnerships and Relationships, Creativity and Critical Thinking, Dealing with Change, and Communication at MCC. The current core curriculum focuses on the college's upcoming reaccreditation visit. At the conclusion of this core curriculum, every employee at MCC will have an understanding of the accreditation process and will have the opportunity to provide feedback to the institutional self-study. Evaluations from the core session are overall high to very high, and employees continually note that sharing across boundaries about broad-based institutional issues is one of the overall benefits of core curricula offerings at MCC. Another value of the core curriculum is that it provides a viable communication tool for major college initiatives. When Gary Toth became a new adjunct instructor, he said he appreciated MCC's staff development: "I gained valuable insights into the College that would not have been obvious had I limited

my time to the classroom alone. I made connections with faculty and staff who had many years experience in education who offered guidance and mentoring" (interview by Janice Halbur, MCC, July 2002).

Impact

MCC has used this new model since 1997, and it has evolved into a system that supports employees across boundaries. Using the integrated model has alleviated many of the concerns expressed previously about professional development programming at MCC. Course offerings are broad enough to meet the needs of a large, diverse group of employees. Institutional requirements have eliminated inconsistency in supervisory support, and professional development opportunities are now viewed as fair and equitable across all job classifications. Professional development is a part of every employee's job responsibility. At the conclusion of the current fiscal year, only one full-time employee failed to meet the contact-hour requirement. Varied locations and times have minimized office coverage issues, and employees and supervisors have the flexibility to schedule work and professional development activities well in advance with a yearly schedule of course options. Employees like the communication and interaction that occur in staff development sessions that often go beyond departments and job classifications. And finally, supervisors have another tool at their fingertips to address employee performance issues should they occur.

Maureen Moeglin, director of human resources, said, "[MCC]'s faculty and staff development program has improved work performance by providing employees a mechanism to master new skills and gain knowledge that they didn't previously possess. In addition, the program offers employees the opportunity to network with their peers, thereby enhancing the work experience. A strong training program serves as a strong recruitment tool" (interview by Janice Halbur, MCC, July 2002).

Conclusion

In response to a clear strategic vision that recognized the changing workplace, MCC made a bold step to change the face of professional development for its employees. Certainly the often-forgotten classified staff have benefited greatly from the change. New opportunities have unfolded for them that were previously open or available only to faculty or administration.

This new model has been an evolving process, and each year programs and systems are examined to ensure that professional development is responsive to employee and institutional needs. With continued institutional commitment and comprehensive and inclusive planning, MCC's professional development program continues to change. With learning as the center of who we are, the challenge is to continually define and refine programming to ensure the vitality and success of the organization and the students we serve.

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7

This chapter discusses the Presidents Academy of the American Association of Community Colleges. The academy has evolved into a network made up of the nation's community college CEOs that provides a variety of practical leadership development and professional support programs.

Presidents Academy: An Evolution of Leadership Development

George R. Boggs, Evelyn L. Kent

The Presidents Academy of the American Association of Community Colleges (AACC) is a leadership development program for CEOs of community colleges. The academy promotes professional renewal and recognition of community college leaders and accomplishes this primarily through a series of in-service and recognition programs.

The American Association of Community and Junior Colleges (AACJC), as the organization was then known, created the academy in 1975 as a representative council of CEOs. Between 1961 and 1970, community colleges had more than doubled their number nationwide, from 412 in 1961 to 909 in 1970—the most profound growth of community colleges in any decade.

This astonishing growth meant that the AACJC, like the colleges it represented, faced new challenges of inclusion. Women and minorities were joining the higher ranks of community colleges, and students, faculty, and staff members were finding new voices. This change necessitated a corresponding one in the social structure of the organization. Until the late 1960s, CEOs had been the driving force of the organization and its governance structure. However, community college faculty and staff began requesting involvement in the association, so a series of affiliated councils were created to address their specific needs. In addition, the AACJC board membership grew to thirty. The board included fifteen CEOs, and the fifteen new members who would represent various other facets of the community college faculty and staff, including community service directors, resource development officers, and faculty.

To address concerns of some CEOs who felt they would no longer have a controlling voice in the association, AACJC created the Presidents Academy. This gave the presidents a council that would allow CEOs to learn from one another and to voice ongoing concerns that they experienced on their campuses. The academy never developed as a political force within the organization but instead evolved into an organization that today focuses on leadership development. All presidents of member colleges automatically become members of the academy, which is governed by an executive committee of elected members. The first forum of the academy was the Summer Experience, held in Breckenridge, Colorado, in June 1975.

Summer Institute

The Summer Experience, now called the Summer Institute, is intended as a haven where CEOs come together to deal with personal and professional issues in a supportive and confidential environment. Experienced and new CEOs share experiences and challenges. The new CEOs gain valuable insight from their more seasoned peers who, in return, gain a sense of renewal and enthusiasm from those newly admitted to their ranks.

This interaction is central to the success of the Summer Institute, and it allows CEOs to build relationships that last long after the four-and-a-half-day seminar. For some community college leaders, it is a rare chance to be part of a peer group. Leading a community college provides great opportunities to make a difference for a college, for individuals, and for a community. But the job is also an all-consuming, stressful, and sometimes lonely one. The Summer Institute allows CEOs to step away from the everyday pressure to reevaluate the challenges they face and to engage in discussions with people who share familiar challenges and experiences. "It's a chance to be with your colleagues and be able to share success and failures and to learn from each other in a safe environment," said Allen Edwards, president of Pellissipi State Technical College in Knoxville, Tennessee.

This is possible, in part, because of the structure of the Summer Institute. Attendees participate in a combination of workshops and social activities, which provide CEOs a chance to learn from one another in an environment that fosters trust. As Keith Bird, chancellor of the Kentucky Technical and Community College System, said, "You get to know people on a deeper level when you break bread with them for four days. That type of networking is so valuable" (telephone interview, March 2002). Val Moeller, president of Columbus State Community College in Ohio, called the Summer Institute "kind of like the little paradise" (telephone interview, March 2002).

This little paradise generally is created in a getaway spot, most recently Breckenridge. The relaxed environment allows CEOs and their families a chance to escape some of the pressures of "life at the top" while learning to deal with them better. Spouses may attend social events, such

as whitewater rafting, fly-fishing lessons, and nature walks, and also are encouraged to attend some of the workshops. For example, CEOs and spouses attend financial planning workshops that include sessions on how to plan for retirement and how to negotiate and judge a salary in cost-of-living terms when moving between colleges. Other sessions are limited to CEOs and have covered a diversity of issues that include fundraising for the college, marketing the college image, enrollment management, ethics and values, board-CEO relations, and taking responsibility for your physical health. Presenters at the sessions are community college leaders and include current and retired CEOs, representatives of AACC affiliate councils, researchers, and national figures. Sessions generally are a mixture of lecture and interaction.

Postinstitute surveys indicate that topics covered at the Summer Institute are not as important as the interaction that is encouraged in the ways mentioned above and reinforced by group discussions and activities. An additional networking aspect of the Summer Institute is the "buy-sell" component. CEOs complete forms that indicate subjects in which they are knowledgeable and subjects in which they seek some information and best-practice tips. For example, a president may have experience in and be willing to help her peers on the topics of community partnerships, starting satellite campuses, and developing community service programs. But she will request help with developing an integrated marketing plan, knowledge of copyrighting and intellectual property rights, and models for administrator development and evaluation. In addition, attendees have access to bulletin boards where they post thoughts and needs, a reading list of books for community college leaders, and a bibliography of sources. Participants often emphasize that although they learned a new set of skills, they value more making new friends and taking home a sense of renewal.

DC Institute

In keeping with its mission of providing CEOs practical tools for the variety of tasks they confront daily, the Presidents Academy annually sponsors the DC Institute. This seminar focuses on the ins and outs of dealing with Washington, D.C. It looks at how organizations, special interests groups, government agencies, think tanks, Congress, and the White House work together to create policy and legislation that affect all community colleges. An understanding of this process helps CEOs better advocate for their colleges through an awareness of national and state issues that have the potential to affect their institutions and to go a step beyond to oppose or support those issues.

To begin that process, attendees hear from speakers who are part of the Washington establishment, such as Alice Rivlin with the Brookings Institution, about how Washington works: how coalitions are built, how think tanks have input into the system, how funds are appropriated, and so on.

In addition, representatives from higher education groups such as the American Council on Education, the American Association of State Colleges and Universities, and the Association of Collegiate Registrars and Admissions Officers speak to looming and active national policy issues that affect their organizations and all of higher education. They also talk about the importance, process, and effectiveness of coalition building.

Because the Fourth Estate is so important to the political process, the DC Institute examines the role of the press and the best methods of getting press coverage. A panel of journalists from organizations such as the *Chronicle of Higher Education, Kiplingers Personal Finance* magazine, *USA Today, U.S. News and World Report,* and the Associated Press talks to CEOs about how to best convey the message of community colleges. This media primer includes how to cultivate press contacts and how to identify stories of interest to journalists. This section of the institute includes a tour of the *Chronicle*'s offices so that participants get a feel for the news process and focus groups conducted by news organizations.

After a briefing on legislative issues by the AACC staff, accompanied by written statements on major issues affecting community colleges in the current legislative session, CEOs meet with members of Congress, generally those on committees that are relevant to community college issues: budget, appropriations, education and economic opportunities, transportation and infrastructure, education and workforce, and others. The members of Congress talk about how the committees work, how community colleges can play a role in shaping policy, and their ideas for moving forward with legislation. Armed with this knowledge, CEOs visit their representatives in Congress to talk about pertinent issues.

From there, DC Institute participants meet with representatives of federal departments and agencies that deal with community colleges regularly, including the National Science Foundation, the U.S. Department of Education, the U.S. Department of Labor, and the U.S. Information Agency. CEOs also attend a White House briefing at which they hear from White House offices such as the Office of Management and Budget, the Domestic Policy Council, the Office of the Public Liaison, and the National Economic Council. Representatives explain the functions of their offices, how they work within the context of the White House, and how the process of policy implementation works.

The payoff of the DC Institute is simple. As Allen Edwards put it, "It made my job a little easier the next time I went back to Washington because I knew Washington better" (telephone interview, March 2002).

Taming Technology Institute

The Taming Technology Institute began in the early 1990s as a response to the technology challenges that CEOs face. At the time, the Internet was emerging into the popular realm, and technological innovations seemed to

materialize daily. CEOs and their staffs were on a continual learning curve, and the Taming Technology Institute, then as now, provided them with access to information in understandable doses. Today at the Taming Technology Institute, CEOs and their administrative teams come together as a group to talk about technology needs on their campuses. The institute is also a place to learn about and investigate emerging technologies and how to use them.

Because campus technology lies in no one person's realm, the issue of technology is as much a leadership one as it is a technical one. Therefore, AACC encourages CEOs to bring teams to the institute. This approach allows them to develop a technology strategy with the people who know the most about it and will implement the strategy. The team approach also streamlines the communication process between CEO and staff by eliminating the potential for miscommunication about specific technology needs. The team's knowledge and perspective help the CEO explore the feasibility and affordability of technology solutions to campus needs.

To help CEOs—with or without teams—gain a comprehensive understanding of issues central to technology planning, the institute covers a variety of topics. Sessions on how to finance technology needs have included sections on options within technology suites, outsourcing, and how to accomplish innovations on a limited budget. CEOs learn how to identify and select new products and how to choose technology solutions that will last into the foreseeable future in strategic planning sessions. Because new technology means faculty adjustment, the institute offers information on how to gain faculty buy-in and, once gotten, how to train those same faculty. There is also a section on maximizing benefit that might cover topics such as how to make distance education pay for the entire community.

Attendees at the Taming Technology Institute learn from other community college leaders who have used a certain technology successfully or who learned from trial and error. There are also presenters from the industry such as the Western Cooperative for Education Telecommunications, Educause, the Web Advocacy Group, and the Information Technology Association of America.

A Lifelong Journey

Because leadership development is a necessary and ongoing process, the Presidents Academy also offers programs at the AACC and Association of Community College Trustees (ACCT) annual conventions. At the ACCT convention, sessions focus on topics such as the external pressures and internal opportunities at community colleges, best methods for CEO success, and problem solving. At the AACC convention, the academy has traditionally sponsored a breakfast for the alumni of the institutes that gives CEOs a chance to reconvene and reconnect. It also offers forums and seminars on

topics such as policy governance, technology, cultural and ethnic diversity, student success, remediation, and welfare reform implementation.

Another important aspect of the Presidents Academy is the recognition of CEOs. At its annual convention, AACC honors new CEOs, retiring CEOs, and CEOs with 25 years of service. In 2000, the academy honored, among others, Jack Bottenfield, president of Eastern Wyoming Community College in Torrington, for 25 years of service. He later told me in a telephone interview (April 2002) that the luncheon was another opportunity to learn from experienced CEOs and to discover new ways that community colleges can contribute to society. Janet Smith, president of Rich Mountain Community College in Mena, Arkansas, attended the 2000 luncheon as a new CEO. For her, honoring new and retiring CEOs together is a symbolic "passing of the scepter from one to the other" (telephone interview, April 2002).

CEOs survive and excel because they participate in a lifelong learning process. When we examine why leadership development is important for CEOs, we need only look at experience to see why we must continue to learn.

Jim Tatum, a trustee at Crowder College in Neosho, southwest Missouri, for 39 years, said that leadership development is not so much about learning as it is about a CEO becoming a whole person, that learning is part of a journey that connects one's personal and professional lives. In Tatum's experience, people who have a broad understanding of what affects people, who have a real desire to serve, who have a passion for what they do, who have a sense of humor, and who care deeply make the best CEOs. People with these characteristics, he said, will find their way into leadership positions and will naturally find the paths that will take them there. Those leaders, he said, are "under a constant obligation to discern and learn" (telephone interview, April 2002).

According to George Vaughan (2000), CEOs perform a balancing act among the great variety of interests at a community college. If the college community loses that balance, the CEO must apply the correct pressure to bring it right again. CEOs must also prepare for crises while dealing with seemingly insignificant daily events.

Vaughan Sherman, past chair of the board of ACCT, a trustee at Edmonds Community College in Lynnwood, Washington, for more than 20 years, and now chair of the college foundation, said that CEOs must be attentive to the board of trustees because of their close working relationship (telephone interview, March 2002). CEOs also have to be aware of funding models for community colleges within their states. But perhaps most important, CEOs must be able to build interpersonal relationships that help with communication and help faculty and staff feel cared for. Sherman feels that professional development is important in developing all of these aspects.

A 2001 AACC on-line survey of community college CEOs found that professional development is also important in helping CEOs get their jobs and then survive in them. Respondents said that before becoming CEOs,

they had not fully understood the overwhelming nature of the job and were unprepared for the amount of political maneuvering, fundraising, and budgeting involved as well as the amount of relationship building they were expected to accomplish (Shults, 2001).

In addition, CEOs identified professional development activities that were most influential in qualifying them to become CEOs. Those activities included formal degree programs such as community college or higher education leadership or administration programs, short-term leadership programs and seminars offered through universities, association leadership programs such as the Presidents Academy institutes, and mentoring.

Professional development remains important for CEOs after they assume office. Shults (2001) reported that CEOs attend a variety of activities offered by many providers, including state and local leadership programs, AACC-affiliated councils, programs offered by colleges or universities, professional conferences, and programmatic retreats. Respondents said that an additional benefit of professional development activities is the opportunity to network. Many reported they were not able to attend as many professional development activities as they would like.

Acting alone, CEOs simply cannot operate a college or plan for its future. Presidents Academy institutes help CEOs develop and hone the skills necessary to build a team that will fulfill its mission to the community and its students.

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This chapter addresses the critical need for leadership development, the current options, and recommended solutions for meeting the training needs of a new generation of community college leaders.

Leadership Development for the Next Generation

Gordon E. Watts, James O. Hammons

For well over a decade, researchers and writers have predicted that a significant number of faculty not only would be approaching retirement, but would, in fact, be retiring by the late 1990s and early 2000s (Berry, Hammons, and Denny, 2001; Illinois Community College Board, 1988; Parsons, 1992). All decry the potential problems associated with a shortage of qualified faculty members, and rightly so. That researchers did not also predict a concomitant loss in leadership positions is somewhat surprising, especially because faculty status has traditionally been one of the major pathways into leadership positions.

Nevertheless, in the past year or so, the looming retirement of leaders at all levels created the need for the American Association of Community Colleges' (AACC's) Community College Leadership Summit and prompted an AACC study on the retirement plans of community college presidents. The purpose of the leadership summit, according to McClenney (2001), was "to promote a clear and shared understanding of the state of community college leadership and the challenges ahead, to heighten awareness of initiatives underway, and to begin building a framework for a national plan of action" (p. 25). As for the AACC study, Shults (2001) reported that within five years, community colleges will face a critical shortage of leaders at all levels due primarily to planned retirements. Shults concluded that "[c]ommunity colleges are facing an impending leadership crisis" (p. 1).

Clearly, the immediate concern is the preparation of future community college leaders, and it is to that concern that this chapter is addressed.

Specifically, we will address the need for and importance of leadership development, options that currently exist for professional development, issues that need to be resolved to meet training needs, and solution strategies.

Need

According to Shults (2001), 45 percent of current presidents are planning to retire between now and 2007, and 79 percent are planning to retire by 2011. The number of people in traditional pipelines to the presidency—those earning doctoral degrees through community college leadership programs and current faculty, division chairs, and senior level administrator—is also rapidly declining. Shults (2001) reports that presidents are projecting the retirement of at least 25 percent of their top administrators and faculty by 2006. Kelly (2002) reports that in California alone, 50 percent of the faculty will turn over by 2010, and she also points out that between 1982 and 1997, the number of advanced degrees awarded in community college leadership declined by 78 percent. Despite the pessimistic tone of the Shults report (2001), he concludes by stating, "The skills community college leaders will need in the future have been identified, however, and professional development activities exist to help teach those skills" (p. 11). Because there are numerous resources available that address leadership skills, that topic will not be addressed here.

Importance

In discussing the importance of the retirement of community college leaders, Shults (2001) points out that "inestimable experience and history, as well as an intimate understanding of the community college mission, values, and culture, will disappear, leaving an enormous gap in the collective memory and the leadership of community colleges" (p. 2). Community colleges certainly need strong leadership to maintain their overall effectiveness and to maintain their competitive position with four-year institutions in seeking state funding.

Perhaps of greater importance, however, is the need to maintain the national stature that community colleges have acquired, as evidenced by comments from prominent business figures. According to Jim Adams, chair of Texas Instruments, "The community college system is an absolutely imperative part of the fabric of education in this country. It's the thing that will help us be competitive leaders in the world, and corporations like mine have to retain a competitive leadership throughout the U.S., throughout the world" (as cited in American Association of Community Colleges, 2002). Tom Peters, management guru and author, has urged, "Support your community colleges; the unsung, under-funded backbone of America's all-important lifelong-learning network" (as cited in American Association of Community Colleges, 2002). According to an article in *Work America,* a

monthly newsletter by the National Alliance of Businesses, "Clearly, community colleges play a pivotal role in fueling the knowledge economy with qualified workers and, as such, are a critical link in the knowledge supply chain" (2000, p. 4).

What all of these sources are saying, in effect, is that community colleges have become a vital link between education and the nation's economy. The next generation of leaders must have the knowledge and skills to maintain that position of prominence.

Certainly it would appear that ample skills and competencies are identified to guide and inform the development of the future cadre of leaders, and the importance of the task is clear and compelling. The burning question, however, as McClenney (2001) points out, "is whether the leadership development system that served a movement well in the second half of the 20th century is now adequate to meet the leadership needs of the 21st. The answer, many people believe, is 'no'" (p. 26). The remainder of this chapter will hopefully lead to a more affirmative response.

Options

Currently the three main options for providing leadership development are through graduate programs, in-house programs, and institutes and workshops. Each is described below, along with their positive and negative aspects.

Graduate Preparation Programs. For several decades, traditional graduate preparation programs have been the primary suppliers of trained leaders. On the positive side, there are enough of these programs nationwide that most potential students have access to one or more. However, McClenney (2001) expressed the concern that too often, graduate programs focus on institutional and faculty needs rather than student needs. Institutions have residency and admissions policies that are antiquated, unnecessary, or do not take into account the needs of nontraditional graduate students. Further, classes are frequently scheduled at the convenience of faculty, and the curriculum is based on what faculty want to teach rather than what students may need to learn in today's workplace. Together these can be barriers to effective graduate programs. Perhaps the ideal graduate program would provide students with the opportunity to assess their own learning needs and then with faculty assistance, design their own program learning objectives and activities.

In-House Programs. In-house programs—or "grow-your-own" programs, as they are sometimes called—are based on community college campuses. Some are simple and may include nothing more than an internship experience for potential leaders while others are fairly elaborate and formal. These programs have the benefits of potentially being developed on every community college campus, can include all potential leaders on campus, and usually operate at no cost to participants. However, the quality of

such programs can be uneven, and the training rarely translates into graduate credit.

Institutes and Workshops. There are a variety of special institutes and workshops for leadership development at the national level. For current presidents, AACC has created a number of development experiences, which are detailed elsewhere in this volume. For aspiring presidents, the League for Innovation in the Community College, in cooperation with AACC and the University of Texas's Community College Leadership Program, has designed the weeklong Executive Leadership Institute. Two training opportunities are operated by the Maricopa Community College District located in Tempe, Arizona, the Academy for Leadership Training (sponsored by the Chair Academy), and the National Institute for Leadership Development. Although it once focused exclusively on training for division and department chairs, the yearlong Academy for Leadership Training and Development now provides leadership training at all organizational levels. The National Institute for Leadership Development offers three-day national conferences, four-day issues forums, and weeklong institutes for leadership development specifically for women who are either in or aspiring to leadership positions.

Additional leadership development programs have been developed for a statewide audience. One example is the Leadership Institute for a New Century. Sponsored by the Iowa State University Higher Education Program, the Iowa Association of Community College Trustees, and the Iowa Association of Community College Presidents, it is designed to encourage participants to move into leadership positions in the Iowa community colleges. The format is a day-and-a-half seminar once each month for the nine months of the academic year. The program is notable because it has overcome a number of the negative aspects inherent in university-sponsored programs similar to this one. Typically, university bureaucracies are too cumbersome, the costs for credit too high, and the pay for program faculty too great to ensure any type of success.

Solution Strategies

Given the options for leadership development discussed earlier in the chapter, it should be clear that no single option will be able to satisfy all development needs. The best strategy for developing the next generation of community college leaders is a combination of both preservice and in-service programs. All options, however, can be strengthened, and other strategies can be implemented to bolster the overall effectiveness of leadership development programs. Those strategies are outlined below.

Assess Needs. As mentioned earlier, leadership skills and competencies have been identified in other articles, studies, and reports. However, the degree of overlap in identified skills from one study to another for a single position such as presidents is unclear, as is the consistency of identified

skills and competencies across positions. In any case, it would appear that the quality and effectiveness of any leadership development effort would be enhanced by a clear and consistent set of skills and competencies. Perhaps that could be accomplished through a complete and thorough national needs assessment of all administrative positions in the community college—an assessment that would ascertain both leadership and position-specific skills and competencies.

Strengthen All Existing Avenues. Outlined below are ways in which current options for leadership development can be strengthened.

University Preparation Programs. Universities should consider alternatives to the traditional doctoral programs. One alternative that offers several advantages is the graduate certificate. A certificate in community college leadership, for example, that could provide fifteen to eighteen hours of tailored graduate work with no residency requirements and nontraditional admissions criteria would be a boon to those seeking shorter-term training without the burden of degree requirements. A model of such a certificate is outlined in Campbell (2002), and a similar certificate is now being offered through the Community College Leadership Development Initiative and Claremont Graduate University in California.

Doctoral programs themselves can be strengthened in several key ways. In conjunction with a thorough needs assessment mentioned earlier, programs should make a concerted effort to match content with needs. In addition, instructional approaches need to be broadened to include more case studies, discussion, problem solving, critical thinking, and internships. Further, program faculty should be trained in those instructional approaches. Also, programs would be well advised to consider using advisory committees to ensure that courses are meeting needs and that graduates possess the appropriate levels and types of skills. Finally, programs should reexamine residency requirements; the times, locations, and sequencing of courses offered; and admissions criteria.

Institutes and Workshops. As mentioned earlier in the chapter, the League for Innovation in the Community College has a successful leadership training program for aspiring presidents. That model could be used to provide a high-quality leadership development opportunity for those interested in moving into senior-level leadership positions other than presidencies.

It is assumed that any leadership development workshop or institute or even graduate program provides training that matches the needs of current and aspiring leaders. However, what is needed in the workplace and what is provided in development activities may not always be the same. One way to strengthen that link between training and need would be to have some agency certify that a program had indeed developed that essential linkage. Another way to ensure the congruence between training and needs would be to establish a national advisory panel that would monitor the overall system of leadership development.

Open New Avenues. New opportunities for senior and midlevel administrators could be opened up by using as models the leadership development opportunities that AACC has created for presidents. Another avenue for leadership development is an academic-year institute. The institute would be linked to either a graduate program or an association such as AACC and would use mentors, leader shadowing, leader interviews, traditional reading assignments, and discussion and information sharing among participants over an academic year to prepare them for leadership positions.

Traditionally, most senior-level and many midlevel community college administrative positions have required the doctorate. The assumption is that the doctorate confirms that an individual has achieved a certain level or depth of knowledge and skill. However, in the crisis situation that community colleges are facing or soon will face, perhaps short-term non–graduate school development programs certifying the attainment of one or more competencies would be a better initial alternative for aspiring leaders.

Finally, despite high start-up costs, the costs to participants, and the lack of trained faculty to provide the instruction, beginning a leadership development program via distance education needs serious consideration. It would offer one more way that access to leadership development opportunities would be opened to potential leaders.

Improve the Selection Process. Although potential new leaders may be adequately trained, they still have to progress through a selection process. Baker (2002) has recently put forth a number of ideas on improving the selection process for new institutional leaders. That theme is repeated in Campbell's new publication, *The Leadership Gap: Model Strategies for Leadership Development* (2002). The philosophy throughout these publications is that it is far more cost-effective to make a good hire initially than it is to train or retrain a new hire or to have to start the search process over again because of a person-position mismatch. They also focus on using newer techniques such as outcomes-based hiring and leadership profile instruments that will help identify the best candidates and finally help select that one candidate who best matches identified institutional needs. Clearly, our impending shortage of leaders will not improve without careful selection processes.

Expand Institutional Programs. More institutions should consider designing in-house programs for developing leadership potential and creating more opportunities for employees at all levels of the organization to participate in institutional leadership. Model programs currently exist at College of the Desert in Palm Desert, California, which features a yearlong internal leadership academy for those interested in moving into leadership positions; the Los Angeles Community College District, which features an eighteen-month set of development activities for midlevel administrators, with an optional semester-long internship; and a three-day leadership institute designed to facilitate faculty involvement in

institutional planning and decision making at Parkland Community College, Champaign, Illinois, to name just a few. Those programs could be easily adapted to fit other institutions.

Tap Existing Expertise. The breadth and depth of leadership knowledge that currently exists must be passed on to the next generation. Possibilities for doing so could include special articles, national summits or assemblies, or published training materials, all prepared or conducted by current experienced and knowledgeable leaders. In addition, there is an ample reservoir of talent among those who have retired from leadership positions in the nation's community colleges. Those individuals can be an invaluable asset and should be actively sought to assist in the process of developing our next generation of leaders.

Assess Outcomes. Regardless of the leadership or administrative development program, those responsible for implementation must include assessment as an integral part of the program. Program personnel need to know how participants are reacting to the program, what they are learning, how they are using what they have learned, and how all of that affects their performance.

Share Information. Whatever strategies are used or developed, everyone involved in preparing people for community college leadership positions should be encouraged to share their materials, strategies, and program descriptions through the Educational Resources Information Center (ERIC) or through some other means so that the most effective training materials and methods can be available to all.

Conclusion

Although the retirement of a large number of current community college leaders from division chairs to presidents will leave a significant gap in the ranks of administrators, there are current options that can be strengthened and new strategies that can be developed to alleviate the shortage. By thoroughly identifying the skills and competencies that community college leaders will need in the future and providing a wide range of strategies for developing those skills, the current leadership of America's community colleges can feel confident that their successors will be well prepared for the challenges and opportunities that await them. America's community colleges will continue to be the "people's college" and will continue to be positioned as the prime linkage between education and the economic well-being of the country.

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9

An important goal for professional development is the creation of a place where all faculty and staff can come together and learn. In this chapter, I describe how the College of DuPage in Glen Ellyn, Illinois, integrated its training efforts by creating a teaching and learning center. This center provides development opportunities for all employees.

College of DuPage Teaching and Learning Center: A Comprehensive Professional Development Program

Karen T. Troller

Many institutions of higher learning offer separate professional development programs for faculty, administrators, and staff. Most colleges also feature a separate development program for technology training. However, colleges that offer independent courses for their respective faculty and staff development programs may discover considerable duplication. This duplication proves costly both financially and in staff hours and is also unnecessary. After all, development programs such as orientation, technology training, and any institution-wide initiative apply to all categories of employees.

Combining programs creates a framework for the total integration of staff and faculty development programs. This will result not only in saving time and money, but more important, in building important collaboration and rapport among employee groups.

In 2001, the College of DuPage (COD), Glen Ellyn, Illinois, received the Institutional Merit Award from the National Council for Staff, Program, and Organizational Development in recognition of its excellence in the delivery of professional development programming. The purpose of this chapter, therefore, is to describe the college's comprehensive professional development program as developed and implemented through its Teaching and Learning Center (TLC) and to offer suggestions for others who would like to either implement such a program or improve an existing program.

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Mission and Goals

The mission of the COD's teaching and learning center is to promote personal excellence in teaching and enable each employee at COD to achieve excellence. The TLC has established the following goals to develop, implement, and maintain continuous, consistent, and high-quality programs and services.

Create a professional development program with classes, workshops, and support programs to promote the faculty, staff, and administrator roles in student learning.
Foster, support, and demonstrate innovation and enrichment of teaching, learning, and assessment.
Foster the use of and provide support for the use of technology in teaching and learning.
Foster interdisciplinary collaboration.
Maintain the TLC and the Virtual Teaching and Learning Center on the World Wide Web as the place that brings together activities, resources, and services for faculty, staff, and administrators.
Disseminate information regarding effective teaching and learning, emerging tools, ideas, and research to help prepare COD employees for the twenty-first century.
Design and implement formal and informal needs and wants assessments.
Evaluate and assess TLC programs.

Organization

The TLC staff consists of a coordinator of faculty development, a coordinator of classified staff development, and two secretaries, all of whom are full-time employees. The coordinators report to the director of human resources. Together this team designs and implements the annual staff development program. In addition, the center has a faculty development advisory committee, a staff development advisory committee, and an administrative development committee. These committees allow the institution to gather input on constituency-based training needs. Finally, the TLC staff also meets with the president's cabinet to institute training initiatives for the year. This is especially helpful in planning in-service and opening session activities.

The Center

The TLC is strategically located in the main college administrative building. This makes it convenient for employees to use the facility. The center itself houses the staff, a small library of training videos and reference books, and a computer lab. The lab has all the software that is used in the college and is

open to employees twenty-four hours a day, seven days a week. A lab aid is available twenty hours a week to help with projects or questions. The information technology department and a help desk also support the lab.

Program Activities

To support institutional and program goals, the TLC has created a program consisting of credit courses, workshops, information sessions, specialized workshops, self-study classes, and in-service programs.

Courses. Quarter-long courses are COD-approved courses that generate credit. Tuition is waived for faculty and staff. The courses can last three, six, or nine clock hours and require out-of-class assignments. An accumulation of eighteen clock hours of TLC courses is worth one semester hour of college credit. Faculty can use these courses and their credit for salary range changes or to satisfy contract requirements, and classified staff can use them for credit on their professional development plans. Examples of some course topics include Alternative Delivery Formats, Humor in the Classroom, and Reading Strategies Across the Campus.

Workshops. Workshop offerings are categorized in one of seven areas: accommodating diverse populations (for example, improving classroom instruction by teaching to students' learning styles), advising (for example, working with students in distress or crisis), general interest (such as time management), supervisory (such as COD's classified discipline process), teaching and learning (accelerated learning-teaching techniques), technology (for example, Front Page 2000 software for creating Web pages), and wellness (such as posture, balance, and strength). Workshops are generally for one to two hours, require no out-of-class assignments, and do not generate any credit. To accommodate different needs and purposes, the workshops are formatted in the three ways outlined below.

For Your Information. Short "for-your-information" sessions are offered on specific subjects such as evaluations or the hiring process. Multiple-day sessions are provided for broader and more complex topics. Some example topics from recent sessions include Lab Descriptions and Range Placement, Prevention of Workplace Violence, and Training in Microsoft Office.

Departmental or Specialized Workshops. Because the center will affect organizational departments and areas other than academic, specialized workshops appropriate for specific departments or areas are also offered. Departmental or specialized workshops can be organized and conducted at the request of an individual area and then be tailored to meet focused needs. This type of training allows participants to reach entire areas in a considerably short time. Examples include workshops focusing on customer service, computerized piano lab training, and software usage in mathematics.

Self-Study Classes. Another option available to employees is self-study classes. These workshops are particularly effective for technology programs.

In fact, all of the current self-study classes are technology oriented and include training in Microsoft Word, Excel, and PowerPoint. Participants receive course materials either over the Web or on a disk, are required to complete a project, and receive feedback from their instructor. Self-study courses allow participants to enroll in workshops on their own time instead of in classes with a schedule that does not work for them. This is an especially effective way to reach part-time faculty. The goal, of course, is to offer as many options as possible at the most convenient times possible.

Faculty and Staff In-Service Days. In addition to regular course offerings and workshops, the TLC is responsible for the coordination of any faculty and staff in-service days. These full- or half-day meetings focus primarily on current institutional priorities such as a continuous quality improvement initiative and assessment. They feature presentations, guest speakers, concurrent sessions, and small-group activities. They may be directed at particular employee groups or include special topics that lend themselves to a combined audience. At times students as well may be included in some of these activities.

Incentives. An incentive program is crucial. It makes a strong statement about the commitment to development. At COD, full-time faculty and staff may use accumulated TLC credit to fulfill professional development contract obligations, for advancement on the salary schedule, or to meet goals or objectives set forth in professional development plans.

Evaluation

At the conclusion of each course or workshop delivered, an evaluation form is provided for the participants. This is best described as an assessment tool that asks for reaction from participants.

The assessment asks participants to complete four questions:

- I came expecting. . . .
- I got. . . .
- I really liked. . . .
- I can use this. . . .

This information provides the activity organizer key information about the quality of the activity by measuring what participants think and feel about the course or workshop and its value to them as applied learning for either a student's success or self-improvement. In addition, assessment may indicate when a more in-depth or a follow-up session might be valuable. This is especially useful in technology courses when new software is introduced.

As a center continues to grow, these assessments will help in planning activities for the future. Careful attention should be paid to any attendance trends. It may be that a certain type of workshop is successful in the fall but

not in the winter. Another does well in the morning but not in the afternoon. TLC staff may also be able to predict when a class has reached an attendance saturation point and, thus, either should be revised or perhaps even discarded.

Two examples are indicative of the value of participant feedback. Many staff mentioned the difficulty of attending regularly scheduled staff development opportunities due to their work schedules. As a result, the center created the self-study classes and has increased the number of those classes significantly. Then, in response to a perception among participants that coworkers and supervisors would benefit from attending sessions together, the center started conducting more training for and within individual departments.

Results

Above and beyond the actual course work, the effect of developing a teaching and learning center will enhance a college's interdisciplinary collaboration and institutional climate. Having faculty, staff, and administrators together in most workshops and classes provides a unique forum for those employees who do not interact on a daily basis to share their views and ideas with each other. In turn, this helps the employees of an institution to navigate through processes and results in a greater spirit of cooperation. The benefits of these social interactions in combined workshops and classes should never be underestimated. In fact, those interactions would likely not have occurred on this campus without the TLC.

Because a teaching and learning center can have a real effect on *individuals*, all employees should be encouraged to take advantage of the many available opportunities for professional development and professional growth.

Suggestions

Outlined below are several points to consider when attempting to put together a comprehensive staff development program.

- The first step in putting together any program is to develop a mission statement and a set of goals or objectives. Creating the mission statement especially is an ideal way to clarify the exact purpose of your training center to your employees. Your mission statement should resound as a strong voice to your community that you value education for your employees. Because we are in the business of education, this is an excellent way to demonstrate our commitment to education.
- When you create your own center, it is important and necessary to involve *all* the major departments of the institution. By soliciting the input of your vice presidents and provosts, you ensure support for the

future activities of your center. This will also help you in demonstrating an institutional commitment for your diverse training efforts.

- To fulfill the needs of what can be a diverse community, you need to consider a wide variety of offerings. Along with workplace-related workshops, a center should offer a variety of general interest workshops that specifically address the overall well-being of an institution's faculty and staff. These highly popular workshops can include topics such as real estate savvy, horticulture therapy, making healthy changes, and community first aid.
- Once the curriculum has been established, the next step is to hire facilitators. Facilitators for workshops and classes may be content experts from the college's internal ranks. They can be paid as appropriate to the institution, but they should be paid. The adage, "You get what you pay for," certainly applies. In most cases, these internal facilitators already have credibility among their peers, which serves to increase enrollment. Further, it provides a natural support for the employees who have taken the workshop.
- Workshops and other activities should be scheduled at the most convenient time and in a convenient location for their intended audience. They should always be as convenient as possible for employees to facilitate attendance.
- Credibility, of course, is also vital. Faculty might have concerns about a center being run by a support area such as human resources. By involving the right people from the beginning, you are showing respect for both individual and constituent group needs. Consider that many have never even thought of sharing a classroom with anyone other than their peers. It does not happen overnight, but after developing your center, many employees accept this special integration of different employee groups.
- Make your programs as professional as possible. A formalized registration process and a tracking system are absolute necessities! Anything less creates a "drop-out" atmosphere that can affect the perceived quality of the program.
- Align all of your incentive programs when you combine your offerings. If your incentive programs are viewed as more favorable to any one particular employee group, the employees of the other constituent groups will perceive the program negatively. If your center is truly for all employees, each piece of the program must be carefully examined to make sure that it supports that critical message.
- Finally, locating your center's office in a centralized place provides an institution with the ability to respond to both long-term institutional concerns and "just-in-time" departmental needs. This in turn will play an influential role in educating all employees to better serve students.

Conclusion

A program of professional development nurtures attitudes, skills, and behaviors of individuals and groups toward greater competence and enhanced effectiveness in meeting student needs, personal needs, professional needs, and ultimately, the needs of the institution. All employees are then able to contribute to a positive institutional environment—an atmosphere that encourages lifelong learning, teamwork, initiative, individual growth, and institutional growth. The contributions of a TLC will continue to grow as the continual need for informed and dedicated employees grows.

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Despite the advanced technology on today's community college campuses, the need for sit-around-the-campfire human interaction endures. One way to bring this interesting dichotomy together is through a retreat based on the Great Teachers Seminar model.

Recent Advances in Retreats: Adapting the Great Teachers Seminar Model to Serve an Entire College

Pam Bergeron, Mike McHargue

For more than thirty years, the Great Teachers Seminars (GTS) have provided the premier opportunity for faculty professional development through "well-facilitated shop talk." They have served as the opportunity for college professors to share successes, identify and solve each other's pedagogical challenges, connect with other faculty, and recommit themselves to teaching excellence. In the late 1980s, several states, provinces, college districts, and individual campuses began to realize that the GTS processes could be adapted to serve other college groups. Soon many variations on the theme developed that have substantially broadened the effects of these seminars.

In this chapter, we will provide a brief history of the GTS, outline the principles and processes, describe the evolution and adaptations of its service to other college constituencies, and use Lansing Community College (LCC) in Michigan as a case study. LCC has held more than thirty GTS retreats in the past thirteen years and has incorporated many of the GTS processes into other campus workshops. It has also pioneered several innovations and elaborations on the basic GTS format that have made the seminars more effective. These improvements have enhanced the LCC seminars and allowed them to serve as a model for similar retreats throughout North America.

A Brief History of the GTS

In 1969 David B. Gottshall of the College of DuPage in Glen Ellyn, Illinois, founded the National Great Teachers Seminar, known more modestly then as the Illinois GTS. It was based on earlier faculty development experiments by Roger H. Garrison.

Under Gottshall's leadership, the GTS model has helped thousands of college teachers improve their craft, and it has spun off many state, provincial, and national retreats. There is another national seminar in Alberta, Canada, each year, and several provinces have sponsored their own celebrations. Gottshall (1998) calls the GTS a "movement because it is not associated with nor does it constitute a corporation or organization of any kind" (p. 3). Nevertheless, the movement has benefited greatly from its association with several other organizations. The American Association of Community and Junior Colleges (now American Association of Community Colleges) was an early sponsor. The College of DuPage, Gottshall's home institution, was a major benefactor and supporter. The National Council of Staff, Program, and Organizational Development has provided active encouragement and support from its earliest days. The University of Hawaii's community college system and Leeward College in Pearl City, Hawaii, have been major supporters for more than a decade and now host the (Inter)National Great Teachers Seminar.

Specific Purposes

Gottshall (1998) described the purposes of the seminars as follows:

> The specific purposes of the [GTS] stated in the many annual announcement fliers have remained basically unchanged since the original Illinois Great Teachers Seminar in 1969. 1) To celebrate good teaching. 2) To cause educators to venture beyond the limits of their own specializations and environments in search of transferable ideas and the universals of teaching. 3) To promote an attitude of introspection and self-appraisal by providing a relaxed setting and straightforward process whereby participants can seriously review and contemplate their attitude, methods and behavior as teachers. 4) To practice rational analysis of instructional problems and to develop realistic, creative approaches to their solution. 5) To stimulate the exchange of information and ideas by building an expanding network of communication among teachers in higher education. [p. 2]

The Four Premises

As described by Gottshall (1998), four premises would govern the GTS concept.

In the long run, teachers learn to teach best from one another. Properly facilitated shoptalk can be the highest form of staff development.

Creativity in teaching is enhanced by mixing teachers of diverse fields, experience levels, and interests. If properly tapped, the collective wisdom, experience, and creativity of any group of practicing educators far surpass that of any individual expert of any stature or fame.

The key to success in teaching is simplification (less is more).

The focus of the seminar is not on the teaching of specific fields, but rather on the art of teaching, and emphasis is on the nature of a great teacher. It is a quest for the Great Teacher, and as in the case of any quest, the questers learn much about themselves. [p. 2].

Distinctive Features

As Gottshall (1998) put it, "In order to qualify as a Great Teachers Seminar, an event must be based on the purposes and premises stated above and must display the following features:

There is no pre-planned agenda. In the case of the [GTS] model, the agenda develops out of the discussion of two brief papers written by the participants before they arrive. These papers feature a teaching innovation of which they are proud and a teaching problem for which they have not yet found a satisfactory solution. The agenda is derived from what the facilitators hear and observe in their small group sessions.

There is no pre-planned distributed schedule.

There are no hired experts on hand. The whole idea is to demonstrate the power of the collective wisdom, experience, and creativity of the participants. It is one of the most important concepts that they bring back to their campuses.

There is an agreement at the very onset of the seminar that all behavior and discussion will be positive and productive. All agree to share discussion time equitably and be graciously honest and straightforward.

There is a significant amount of "free" time. The amount and timing of free time is important and variable. It is provided to allow for further discussion, informal follow-up, and private reflection. The mind must unboggle from time to time. Some of the best learning and realization occurs during the unscheduled times, during recreation and excursions. [p. 4]

Processes

No matter if the seminar is planned for faculty or for the entire college, the basic principles are implemented in the same way. There is no formal training program for this oral tradition culture. New leaders learn the trade through working with or apprenticing to experienced seminar directors.

Along with the distinctive features of the GTS, the following other features are of notable importance:

Setting. Retreats are best held at centers where participants experience "creature comforts," including good food, a peaceful environment, and comfortable accommodations.

Length. The standard state or regional retreat lasts five days, but currently the most typical length is two or three days. One-day retreats have also been done with good results.

Staff. Most seminars involve three staff roles: a director, ideally from outside the institution, who objectively leads the large group sessions and directs the retreat; a coordinator who works with the local host and deals with the logistics of the seminar; and enough small-group facilitators from within the institution to lead groups of six to eight participants. These facilitators can also be instrumental in keeping the conversations going once the participants return to campus.

Participants. Having participants with experiences from different disciplines helps to create rich discussions and better problem solving. What connects the participants is their love of teaching. The larger statewide seminars may have fifty to sixty participants; twenty to thirty is more typical of local retreats.

Welcome and Overview. Seminars begin with a welcome, some idea of what is to follow, an orientation to the retreat setting, and a brief history of the GTS movement.

Introductions. It is crucial for participants to get to know one another. This can take many forms, but participants need to learn something about who each colleague is, not just what they do.

Books. Participants are invited to bring books to the seminar that have had an important personal or professional influence. When they introduce a book, it adds to their self-introduction, and the books become part of an informal lending library.

First Day. On their first day of class, participants are often asked to share one thing that they do. It is an easy activity to get some good ideas to use back home; it also serves as an example of other tips that will follow.

Small Groups. Participants are assigned to groups of six to eight for their discussions. During these sessions, the small-group facilitators listen closely for topics of strong interest to the group. Participants usually have about ten minutes to summarize their paper and respond to questions.

Topic Selection: Staff. After small group sessions, which discuss the successes and later the challenges, the seminar staff convenes to identify the topics that appear to be of most interest to the participants. Multiple papers on the same topic, subjects of interest to more than one group, or issues that a group asks to be considered are all clues to good choices.

Topic Selection: Participants. At the next large group meeting, the teachers are presented with the list of topics identified by staff as possible issues to discuss. After some annotations and the opportunity to suggest

additional topics, the participants are asked to vote for the ones they are most interested in. Their vote determines the breakout sessions that follow.

Topic Sessions. These sessions are arranged during a brief break after the vote. Usually enough topics are selected to keep the groups to an appropriate size. But that is not guaranteed. Participants are not assigned to these discussion groups; they vote with their feet and go to the one that they are most interested in. These single topics sessions often result in recommendations or conclusions (or both) that are shared later.

Other Large Group Activities. Other activities for the entire group vary substantially by director, perceived needs of the group, and length of the session and may include the following.

Nonastounding Teaching Devices. These devices are often called *tips and tricks*. These allow participants to share other effective teaching techniques or systems for dealing with the "administrivia" of faculty life.

Important Teachers. This is an opportunity for each participant to describe the characteristics of a former teacher who had an effect on their lives.

Advice to a New Teacher. Sharing what you would tell a new colleague often, of course, identifies good advice for experienced teachers as well.

Books Revisited. This is an opportunity for folks to read an important paragraph or a sentence that provides the essence of their book.

Commencement. The endings of the seminars are called commencements, and the final sessions typically include the following elements.

Presentations. These include presentations from the groups completing the search for the great teacher; discussions of follow-up implementation activities that will be done back on campus; and acknowledgments of all the people, particularly the staff, who have contributed so much to the seminar.

Benedictions. This activity allows all participants to have an opportunity to help bring closure to the seminar though a brief wrap-up statement.

Certificates. Diplomas are often presented, sometimes accompanied by gentle group humming of "Pomp and Circumstance"!

Evaluations. Evaluation forms are often completed to provide feedback in this age of accountability and continuous improvement.

Evolutions

For the first fifteen years, the GTS model was used only for teaching celebrations. After all, they were called "Great Teaching Seminars," and there were clear rules that nobody else need show up. But in the mid-1980s in California, there was a strong move toward shared governance and participatory leadership. Gottshall was invited to lead some seminars, which used the same format but brought together administrators and faculty to discuss collegewide and statewide issues. These educational leadership colloquia, sponsored by the statewide academic senate and the chief instructional

office, opened the door to a wonderfully rich set of variations on the GTS theme. Many of these were chronicled in articles by McHargue (1999) and Searle (1995) and included the following:

Single-Discipline Retreats. All English professors or all allied health instructors, for example, are invited to gather. The good news for these is that they share a common language and can use some insider lingo. However, they also have preconceptions about what is possible or impossible in their discipline. Others have arranged a dialogue between counseling or student services faculty and an equal number of classroom instructors.

Great Administrators Seminars. It took a while to get the Great Administrators Seminars off the ground, perhaps because administrators falsely thought the nature of their work did not lend itself to discussions like those that take place at a teachers' seminar, perhaps because of the unfortunate acronym they produce. The early versions often figured another title to avoid having a GAS! But they did persist, although in nowhere near the number of teaching celebrations or even the next category.

Great Support Staff Seminars. It turns out that the Great Support Staff Seminars have worked well, and the topics that emerge are similar to those that the administrators come up with: collegewide issues and how to improve the institution and the lives of its staff. These have continued to be popular events.

Great College Seminars. In the early 1990s, soon after the support staff and administrators began their retreats, some colleges began holding seminars where the "whole family" was invited to participate. Administrators, faculty, and support staff met to discuss collegewide issues, to celebrate, to elaborate on what is working well, and to identify issues that need attention. These have turned out to be the most popular, most frequently held seminars other than the teaching celebrations, and they may be the most valuable. It is an opportunity for faculty to see a broader cross-section of college issues. The administrative leaders present are often decision makers with deeper pockets who can make some of the seminar recommendations happen. Support staff have the opportunity to demonstrate their commitment to the institution in new ways. Although these retreats may not be as celebratory as the teaching retreats, they certainly result in more institutional change; the faculty retreats result in more individual teaching innovations.

Experience

Gottshall has dubbed us "heavy users" of the GTS Model. McHargue has led more than three hundred retreats in the past twenty years; approximately one-half were teaching celebrations, and the others were variations on the theme. Bergeron has led or hosted more than thirty in the past decade, including all of the variations noted above. We have also made presentations on these seminars at more than ten major conferences, sometimes with other GTS leaders (Bergeron, Gottshall, McHargue, and Smith, 2000).

Special Touches

After about ten years into the GTS business, LCC decided to offer an all-college seminar. The opportunity was offered to administrators, faculty, and support staff, of course, but an additional group was invited as well, and it was one of the best things that could have happened: students were invited. These students not only worked on campus but also had an interest in pursuing a career in education. The students' presence provided fresh perspective and lots of energy and resulted in a great deal of authenticity during the discussions.

The LCC seminars begin with a send-off breakfast hosted and attended by the college president and the deans. This serves as a convincing show of support to the seminar participants that these retreats are indeed important college events. All participants travel together for the one-hour ride to the retreat center in a chartered bus, providing an opportunity to get to know one another and a chance to review each other's success and challenge papers that they were asked to write in preparation for the seminar. The bus ride helps the "campers" to get in the right frame of mind for the seminar by giving them a chance to relax, get into a group mode, and begin conversations with people aboard. A vehicle is on hand at the retreat site that has typically been used for emergency runs to the supermarket for those important round-the-campfire supplies that may have been forgotten.

Those aforementioned campfires have become a huge part of the LCC all-college seminars. Considered free time, it is around these fires in the evenings that the groups truly get to know one another and come to appreciate each other for the unique attributes each brings to the organization. The conversations are as intense as at any other time throughout the formal sessions but have a more playful tone. S'Mores, the food of choice at Michigan campfires, deliciously help seal the memories made during these evening sessions.

A mailbox wall is another important feature of LCC's seminars and serves as a means for participants to communicate with one another. Participants are encouraged to write short, supportive notes to one another throughout the seminar. Participants have reported reviewing these notes many times after the seminar is over, particularly on days at work that are not as great as those days at the seminar!

About two months after the seminar is over, all participants are invited back for a luncheon reunion, to receive their commemorative sweatshirt (often of their own design), and to celebrate together any changes and success they have helped make happen since their return to campus. During this happy event, the alumni have an opportunity to write a personal note to their colleagues encouraging them to attend the next scheduled GTS. A personal endorsement from a colleague is always the best method of recruitment for anything.

One colleague had this to say about the experience:

> I don't know how this is possible, but in 2–1/2 days, 25 strangers became my friends—people I feel I've come to know quite well and care about a great deal. The facilitators were great and skilled at keeping everyone on task and on time. We all had equal time to speak. There was no "us and them" at this seminar, only "we, heart, and understanding." This is the best that LCC has to offer. This opportunity should never, ever be discontinued, or missed. This has richly reminded me why I work at LCC. I leave feeling proud to be part of the LCC family. Thank you for this gift.

Noble Failures

We have made some mistakes and found some areas where this model does not work. In the early 1990s, the California statewide academic senate tried to use it to train new local academic senate leaders; we also tried to use it to train new support staff leaders. Neither of these worked well because the participants were too inexperienced with their new roles. They were unable to fulfill the requirement that the "participants are the experts." When a retreat is based on a kind of "train-the-newbies" event, this is not the model to use. On the other hand, it works well for a new faculty retreat because most "new" faculty are not actually new; they were teaching assistants in graduate school, most have years of experience as adjunct faculty, and some have transferred from full-time positions at other colleges.

Although the GTS model has served more than one hundred participants and fewer than ten, neither number is recommended. The results just are not as positive.

Conclusion

The GTS model has aged gracefully in the past thirty years. Although many elaborations have been added to the basic formula, the original format has endured. The process is adaptable as long as the basic principles are followed. Time and experience have been kind to the seminars and have enabled them to spawn some outstanding progeny. With the staff developer "C.A.S.E." method ("copy and steal everything") being used, they have spun off many elegant retreats that have served other college subsets and many all-college groups. The classic formula can be folded, spindled, even mutilated, and it works as long as the basic principles are honored. Many of the seminar activities can be and are used in other college settings such as classes, committee meetings, and senates.

As part of her doctoral work at the University of Texas, Austin, Cindra Smith (1999) analyzed the success of the retreats and found that they incorporate the important educational principles noted in works on adult learning (Cross, 1981), good practice (Chickering, Gamson, and Barsi, 1989), and learning organizations (Senge, 1990). What is remarkable is that these

principles were part of the GTS retreats many years before they became part of our professional literature.

Although the self-developed modifier "great" may have seemed a bit over the top thirty years ago, it has held up and worn well. The GTS format has been a premier professional development staple at community colleges for all of those years. The format continues to be an important organizational development tool that can be modified and expanded to meet the needs of specific colleges.

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11

This chapter presents an annotated bibliography of resources on faculty and staff development at community colleges, including information on needs assessment, programs and initiatives at local and state levels, national data, and future needs.

Sources and Information: Professional Development in Community Colleges

Ellen Bara Stolzenberg

The need for enhanced professional development is an important issue in higher education today. Many community colleges across the nation have instituted faculty and staff development programs to meet the changing needs of a more diverse student body, to keep up-to-date with technological advances, to keep faculty current with advancements in the disciplines, and to avoid faculty burnout. Many professional development programs consist of some combination of workshops, retreats, course work, technology training, sabbatical leave, and group discussions. It is essential to assess the needs of the faculty and staff at a college to best tailor programs that suit their particular needs. In addition to needs assessments, programs must be continually evaluated to determine their effectiveness in meeting their goals.

This chapter provides an annotated bibliography on the topic of professional development at community colleges. Educational Resource Information Center (ERIC) documents (listings with ED numbers) may be read on microfiche at approximately nine hundred libraries throughout the world. Most documents may be ordered on microfiche or in paper copy from the ERIC Document Reproduction Service at (800) 443-ERIC. For a list of libraries housing ERIC microfiche documents, contact the ERIC Clearinghouse for Community Colleges at (800) 832–8256 or via e-mail at ericcc@ucla.edu. Journal articles may be acquired through libraries, from the journal publisher, or for a fee from the article reproduction vendor, Ingenta (e-mail help@ingenta.com; phone (617) 395–4046; toll-free (800) 296–2221; or Web site http://www.ingenta.com).

Assessing Needs

An important aspect of promoting successful professional development is to first develop a thorough needs assessment. The needs assessments often focus on employees' technological and instructional skills.

Taber, L. S. *A Report on the Faculty and Staff Development Needs and Preferences of Alabama's Two-Year College Employees.* Tuscaloosa: Tuscaloosa Department of Higher Education, Alabama University, 1997. (ED 407 993)

This study was intended to both assess the faculty and staff development needs of Alabama's community, junior, and technical colleges and to measure the degree to which these needs are being met. A survey was sent to approximately 615 randomly selected faculty and staff at the thirty-one two-year colleges in Alabama. Seventy percent of the respondents planned to continue working in a community college, and 90 percent planned to stay in Alabama for the next ten years. These findings point to a stable group of employees that would best be served by an ongoing faculty and staff development program that would ensure that the schools are fulfilling their missions.

Faculty, staff, and administrators were asked to provide their three most pressing development needs. In addition, they were asked what they believed were the most pressing needs for the other groups of employees. The top three faculty needs (as reported by faculty only) were instructionally related, technology related, and personal or professional. The staff priorities (as reported by staff only) were working together, technology-related, and organizational issues. Administrators reported organizational issues, working together, and technology-related needs as their top three priorities. The principal faculty development needs (as reported by all three groups) were instructionally related, technology-related, and organizational issues. The top staff development needs (as reported by all three groups) were working together, technology-related, and organizational issues. Finally, the most common administrator needs (as reported by all three groups) were organizational issues, technology-related, and management and supervision.

Based on the results of this survey, the author provides several recommendations, including the establishment of a statewide system that tracks the progress of faculty and staff development programs within each college and regionally. The colleges should focus on the needs specifically identified by their employees. Reward and recognition systems should be instituted to ensure the active involvement of faculty and staff. Institutions should also share resources with one another to maximize the benefits statewide. Finally, the design and implementation of faculty and staff development programs must be continually evaluated.

Office of Instructional Development, College of the Canyons. *Technology Training Needs Assessment for Instruction and Administration.* Santa Clarita, Calif.: College of the Canyons, 1999. (ED 460 704)

A survey was designed to identify the technology training needs of staff and faculty at the College of the Canyons. Out of the 351 questionnaires sent to faculty, 124 were returned (response rate of 35 percent). Of the 220 staff questionnaires distributed, 75 were returned (response rate of 34 percent). Faculty and staff reported the greatest interest in receiving training in the following areas: how to design and integrate multimedia presentations; how to use technology to increase students' retention of information; how to design computer-aided instruction or activities (or both) for classes; how technology can be used to facilitate small group activities and teamwork among students; and how to use peripherals such as CD-ROMs, scanners, liquid-crystal display (LCD) panels, and video disks. In sum, 58 percent of the respondents believed that instructional technology would improve their teaching effectiveness. This report includes a copy of the survey instrument and fifty-one tables.

Programs at Individual Colleges

The following sources provide information about how individual community colleges are addressing their various faculty and staff development needs.

Graber, J., and Kinser, P. "The College Level Teaching Core: An Orientation and Training System for New Faculty." Paper presented at the annual International Conference for Chairs, Deans, and Other Organizational Leaders, Long Beach, Calif., March 3–6, 1999. (ED 427 805)

The College Level Teaching Core was developed as a training and orientation program for the Valencia Community College, Orlando, Florida, faculty. Although participation is required for the college's tenure track faculty, most of the participants are adjunct faculty, each of whom receives a stipend of $150 for completing the program. The program consists of four workshops: Educational Policies and Issues, Learning Theory, Testing and Instruction (Teacher Effectiveness), and Educational Technologies. This program uses active learning and self-reflection to develop the professional identity of the college faculty, to improve communication, and to enhance the general quality of the educational program. Participants in the program evaluate each section.

Each workshop integrates participant needs obtained from surveys administered before the workshops. The first workshop on educational policies and issues covers a functional overview of the college and is facilitated by college administrators. Preworkshop surveys reveal faculty interest in

topics such as student interaction and the evaluation of instruction. The learning theory workshop focuses on key issues such as motivation, methods of learning, and classroom effectiveness and is facilitated by a faculty member with graduate training in psychology. The workshop on testing and instruction deals with instructional issues such as planning, application, and evaluation.

A standardized evaluation instrument is used to assess the effectiveness of the design and presentation of the workshops. Items on the instrument include workshop substance, relevance to instructional roles, clarity of purpose, organization, personal involvement, usefulness, and tendency to recommend to colleagues. The instrument also includes open-ended questions regarding reasons for participation, most valuable concepts, skill or ideas learned, potential application of skills or techniques, topics of lesser value, and commentary on the usefulness of handouts and reading material.

Rouseff-Baker, F. *The Center for Excellence in Teaching and Learning: A Faculty Development System.* Champaign, Ill.: Parkland College Center for Excellence for Teaching and Learning, 2001. (ED 452 922)

The Center for Excellence in Teaching and Learning at Parkland College in Champaign, Illinois, addresses the issues of faculty turnover and the need for acquiring and retaining quality faculty. To meet the needs of their colleagues, faculty members within the center designed and implemented programs such as Classroom Assessment and Research, which engage both the faculty and the students to improve the quality of instruction. Faculty members are able to connect with one another through programs such as the Mentoring Program and the New Full-Time Faculty Orientation Program. The latter provides new faculty with information on the general college culture, institutional mission, students, and support systems. Additional faculty development programs include workshops, seminars, discussions, and "preparation and development weeks." Parkland has also instituted Teaching Excellence Awards to recognize faculty who encourage student learning. Approximately two thousand full-time and part-time faculty have participated in these programs. The center's leadership emphasizes that these programs can be replicated by all colleges that have active faculty and supportive administrators. The report provides sample information on classroom assessment techniques.

Lyons, R., and Kysilka, M. "A Proven Program for Developing Adjunct Community College Faculty." Paper presented at the International Conference on Teaching and Leadership Excellence of the National Institute for Staff and Organizational Development, Austin, Tex., May 28–31, 2000. (ED 443 452)

In this study, the authors use a multiperspective qualitative method to determine the effects of a mentoring program on ten new adjunct faculty

at Indian River Community College, Fort Pierce, Florida. The program consists of a structured orientation before the initial teaching assignment; a teaching methods course entitled Instructor Effectiveness Training; continuous, one-on-one mentoring between a new adjunct and a full-time or veteran adjunct professor; structured opportunities for social interaction with other adjunct and full-time faculty members; and the implementation of a materials resource center. More than three hundred adjunct faculty and fifty full-time faculty have participated in this program, which was introduced in fall 1996 and has been regularly updated since. The mentoring program focuses on general pedagogical techniques and classroom management and is not discipline specific.

The study found that the mentoring program significantly affected all ten participants. Those adjuncts with prior teaching or mentoring experience interacted more with their mentor and, as a result, benefited more from the mentoring program. The study also suggested that although the mentoring relationships were positive, they should not take the place of the new faculty members' relationship with the department chair or other senior administrator. The study recommended a five-part, low-cost plan for adjunct faculty development. This report includes a sample syllabus from the Instructor Effectiveness Training course.

Oromaner, M., MacPherson, L., and Lopez, E. *Contributions of a Comprehensive Faculty and Staff Development Program to a Comprehensive Community College.* Jersey City, N.J.: Hudson County Community College. (ED 411 928)

In 1993 New Jersey's Hudson County Community College modified its limited mission to become a comprehensive community college. This transition necessitated a formidable faculty and staff development program, so a faculty and staff development council was created. The council's programs are separated into four broad categories:

Community Building: Building community includes networking, encouraging membership in national professional organizations, and orientation and convocation programs.

Professional Growth: Faculty are given educational opportunities such as tuition waivers, sabbaticals, the Mid-Career Fellowship Program, development of a faculty and staff development library, small grants, and leadership programs.

Personal Growth: Growth opportunities are offered that include wine tasting, sexual harassment workshops, cardiopulmonary resuscitation training, and performance appraisal workshops.

Recognition and Appreciation: These include awards such as Professional Educator of the Year, National Institute for Staff and Organizational Development Excellence Award, and recognition in campus publications.

Statewide Initiatives

In addition to initiatives instituted by individual community colleges, various states have introduced systemwide programming to address professional development issues.

Connecticut State Board of Trustees of Community-Technical Colleges. *Connecticut Community-Technical Colleges Faculty Development and Review Plan (FDRP)*. Hartford: Connecticut State Board of Trustees of Community-Technical Colleges, 1999. (ED 434 715)

This plan was developed as a guide by which faculty performance is to be rated and improved. The Labor/Management Committee of the Board of Trustees, which developed the plan, believes that faculty must provide quality instruction that will improve student learning. The committee asserts that a systematic plan of professional development and evaluation is necessary to maintain and improve educational outcomes. However, this committee believes that faculty members must be responsible for their own professional development. The basis for the Faculty Development and Review Plan (FDRP) is the Statement of Instructional Excellence, in which four components of excellence are addressed: intrinsic motivation and the ability to motivate others, interpersonal skills, knowledge base, and skill at applying that knowledge base. The FDRP consists of three review instruments: student ratings, observation of instruction, and self-appraisal. Each faculty member will receive an overall performance evaluation summary at a conference with a departmental leader. The overall evaluation summary consists of information based in the four standards of excellence mentioned above. In collaboration with a supervisor, each full-time faculty member must formulate and update an individual professional development plan. This plan should include a list of resources needed to fulfill the goals of the plan and a time line of when the plan is to be completed. Appendices in the report include guidelines, policies, and forms for the ratings and evaluations.

Academic Senate for California Community Colleges. *Faculty Development: A Senate Issue*. Sacramento: Academic Senate for California Community Colleges, 2000. (ED 445 755)

California Assembly Bill (AB) 1725, which was passed in 1989, required local academic senates in California community colleges to develop activities using state funds for the following: improvement of teaching, maintenance of technical and academic knowledge, in-service training for vocational education, retraining to meet institutional needs, within-school exchange programs, instructional innovations, technology proficiency programs, training to implement affirmative action and upward mobility programs, and other related activities. In November 1999, the faculty development committee of the

Academic Senate for California Community Colleges surveyed local academic senate presidents at the colleges regarding the activities and funding of faculty development programs. Based on AB 1725, this survey focused on the connection between local senates and the campuses' development programs. In general, the results showed that the local senates were not consulted on the development activities as much as desired, and presidents were unclear of the role the senates should play in the implementation of development activities. Other major concerns included the structure of development committees, inadequate funding, lack of faculty involvement, insufficient reassigned time, and ineffective tracking of allocations.

According to this report, an effective staff development program should differentiate between faculty and staff development programs. Local academic senates and boards of trustees must cooperate on academic and professional issues. Successful professional development activities should be based on concrete needs of the faculty and staff. Professional development committees must also take advantage of all possible funding sources. The report also includes recommendations to increase local senate participation in development programs. For example, it is recommended that local senates be familiar with local, state, and federal policies regarding the allocation of staff and faculty development funds. In addition, local senates must ensure that policy governing faculty and staff development includes appropriate needs assessment and that development activities are implemented and evaluated around the specific needs of the faculty and staff.

Sydow, D. "Long-Term Investment in Professional Development: Real Dividends in Teaching and Learning." *Community College Journal of Research and Practice,* 2000, *24*(5), 383–397.

The Virginia Community College System Professional Development Initiative, implemented in 1993, provides statewide programs that support various activities that address aspects of professional development such as disciplinary, instructional, career, and organizational development. The initiative requires that each college establish and maintain a comprehensive professional development program.

This study was designed to assess the outcomes of the initiative. It focuses on the professional development survey and two of the major components of the initiative: peer group conferences and research grants and how these activities address the professional development needs of the faculty to enhance student learning. A statewide survey administered by a task force in 1992 before the establishment of the initiative was readministered in the fall of 1997 with additional questions about specific components of the initiative. Of the 2,688 surveys distributed to the colleges, 2,137 (80 percent) were completed by faculty and returned. The results indicate that compared with 1992, more faculty members reported attending a professional conference or workshop in their field in 1997. Sixty-two percent of

the respondents reported having significantly revised a course in the past three years in response to new technologies. More than 50 percent of the respondents reported professional reinvigoration and renewal, 30 percent reported improved classroom instruction, and 24 percent reported enhanced student learning as a result of participating in a peer group conference. Other reported increases were noted in disciplinary knowledge, skill levels, and personal improvements. Most important, 81 percent of faculty members believed that the Virginia Community College System Professional Development Initiative was successful in providing greater support for professional development activities in the community colleges.

Between 1993 and 1999, almost two thousand full-time and almost two hundred adjunct faculty participated in peer group conferences, which were designed for faculty to share information on curriculum, technology, instructional developments, and other issues. Members of the focus groups discussed the benefits obtained through the conferences, such as networking opportunities, learning new teaching techniques, and being introduced to new products that may be useful in the classroom.

National Data

Although individual community colleges or statewide systems can provide insight into professional development, common issues face community colleges nationwide.

Murray, J. "Faculty Development in Publicly Supported 2-Year Colleges." *Community College Journal of Research and Practice,* 2001, 25(7), 487–502.

In one of the most recent and comprehensive sources of national data on faculty development, Murray highlights the need for faculty development programs by reviewing previous literature. Today, faculty are dealing with a more diverse student body and the rapid growth of technology. The literature recommends six conditions necessary for an efficient faculty development program: an environment that encourages faculty development, a structured and goal-oriented program, a link between faculty development and the reward structure, faculty ownership, collegial support, and the belief that administrators value good teaching.

In an attempt to determine the organizational characteristics that support good teaching, this study consists of a sixty-five-item survey administered to 250 publicly supported two-year colleges. Surveys were mailed to chief academic officers, who were asked to distribute them to those responsible for faculty development on their respective campuses. The final sample includes 130 colleges (52 percent) of the original 250 sampled. The survey is divided into four parts: the first part includes institutional demographics and information on those responsible for faculty development. The second part examines the support for faculty development activities.

The third section analyzes the link between faculty development and the institutional reward structure. The last section inquires as to the responsible parties' beliefs about the importance and effects of faculty development programs.

Of the 130 colleges surveyed, 83 percent reported that they had individuals who spent less than 50 percent of their time on faculty development. In sum, in the 130 colleges surveyed, 123 programs are available for full-time faculty, 104 of which included activities for adjunct faculty, 58 for faculty and administrators, and 55 for staff in some of the activities. Of the 130 respondents, 120 (92 percent) held administrative titles. Eighty-nine (68 percent) of those responsible for faculty development held titles associated with chief academic officers, twenty (15 percent) held other administrative titles, and twenty (15 percent) held nonadministrative titles. The results of the second part of the survey reveal that the most common activities are offering financial support to attend professional conferences (93 percent) and bringing experts to campus to present workshops (88 percent). Other common activities include tuition waivers for full-time faculty (81 percent), release time to improve teaching (65 percent), and sabbatical leave (63 percent).

The third section analyzes the importance of student, administrative, and peer evaluations in promotion, tenure, and merit pay decisions. Administrative evaluations were given the greatest weight in all three types of decisions. The final section analyzed the responsible parties' degree of agreement with various statements regarding the importance and effects of faculty development programs. The respondents agreed most strongly with survey items concerning senior administrator support of faculty development programs and the fact that quality teaching is an institutional priority and can be learned. In conclusion, Murray reports that faculty development activities at most community colleges are unsystematic and that the limited time spent on such activities reflects the leadership's lack of commitment to these programs.

Future of Faculty Development

Community college faculty in the twenty-first century will be faced with various issues of diversity, such as a diverse student body, a more diverse group of colleagues, and the need to diversify their teaching strategies and interactions in the classroom.

Amey, M. J. "Faculty Development: Looking Towards the 21st Century." *Journal of Applied Research in the Community College,* 1999, 7(1), 39–48.

Amey notes that whereas projections indicate that community colleges may experience a turnover of more than 40 percent in their faculty, the sources of potential replacement faculty have diversified. However, diverse

sources of faculty may complicate faculty recruitment and professional development issues. This article uses the current literature to describe the new pool of prospective community college faculty and the key professional development issues they may face. Past literature shows that the backgrounds of recently hired community college faculty members vary greatly in instructional preparation and educational history. Because many of the current faculty did not plan to become community college teachers, professional development activities addressing instructional skills are required. Mentoring programs and opportunities for faculty members to become active in the college community are also important. It is also essential to recognize that part-time and adjunct faculty members make up a significant portion of community college personnel.

Issues facing community colleges today, including the changing nature of the student body, the increased focus on learning and learning communities, new instructional technologies, and a renewed focus on assessment, affect continuing faculty and new faculty. More women and minority students are attending community colleges, many of them on a part-time basis, but faculty development activities have not been able to keep up with these changes. Traditional methods of teaching and learning may no longer be appropriate for the current student body. New instructional technologies and the concept of "learning communities," in which faculty and students work together toward shared goals, may help address these current issues.

All of these changes have necessitated an increased focus on the assessment of community college education, including student learning outcomes and classroom evaluation. In addition to the changing nature of both the student body and academic personnel, the increased calls for assessment have highlighted the need for institutionally supported faculty development programs. Community college faculty members will need to be able to better assess student learning outcomes, perhaps using portfolios that address faculty teaching philosophy, objectives, and goals, as suggested in the literature. To focus on student learning, faculty members must become familiar with the scholarship of teaching, including teaching pedagogies, learning and student development theories, and how to instruct and engage the students in the subject matter. Community college development programs must also address the issue of technology training and access to instructional technologies. Finally, faculty must become comfortable with the new roles and develop or maintain a strong sense of professional identity.

Wallin, D. "Faculty Professional Development: Building a World of Learners." *Community College Journal,* 2002, 72(5), 32–35.

Community college faculty face pressures such as burnout, new technology, heavy teaching loads, and an increasingly diverse student body, all of which reinforce the need for significant faculty development programs.

Wallin introduces the four "D's" necessary to create a "world of learners" as stated in the title:

Defining faculty professional development: Although professional development involves various constituencies at the college, including leadership, faculty, staff, and students, Wallin focuses on faculty because they play a significant role in carrying out the college's teaching mission. Because some faculty spend decades at one institution, and as a result, they can influence thousands of students, faculty development must be an institutional priority. The Professional and Organizational Development Network recommends focusing on three aspects of the faculty member: teacher, scholar, and person.

Determining the need for faculty professional development: Increased calls for accountability and a more diverse student body necessitate faculty development programs. For example, students are coming to community colleges with varying characteristics, such as limited English proficiency, varying levels of technological experience, and various disabilities.

Describing existing faculty development practices: Wallin notes that faculty development leadership is not centralized. Faculty development programs may not be considered a priority when administrators have multiple responsibilities. Another limitation of current development activities is the lack of corresponding outcomes assessment. Such activities, including workshops, retreats, sabbaticals, or release time, are often unsystematic and haphazardly organized. Wallin suggests a strongly led, systematic faculty development program that supports institutional missions.

Developing a new vision for faculty professional development: This component involves three steps: administrators' commitment, including funding; a systematic needs assessment and creation of a faculty development advisory committee; and the translation of the needs assessment into a logical faculty development program that is communicated to all faculty and administrators and is regularly reevaluated.

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